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ABSTRACT

This curriculum guide for a unit on study skills teaches students to become more self-sufficient in their personal and professional lives. The module is designed to help students manage their time more effectively, freeing up more time for studying. The guide contains three units: time management, effective learning techniques, and effective test taking. Each of the instructional units in the contains some or all of the basic components of a unit of instruction: objective sheets, information sheets, supplements, transparency masters, job sheets, performance objectives, suggested activities for the instructor, handouts, written tests, and answers to assignment sheets and written tests. The units of instruction are designed for use in more than one class period of instruction. An instructional supplement includes information on basic skills activities in the unit. (KC)

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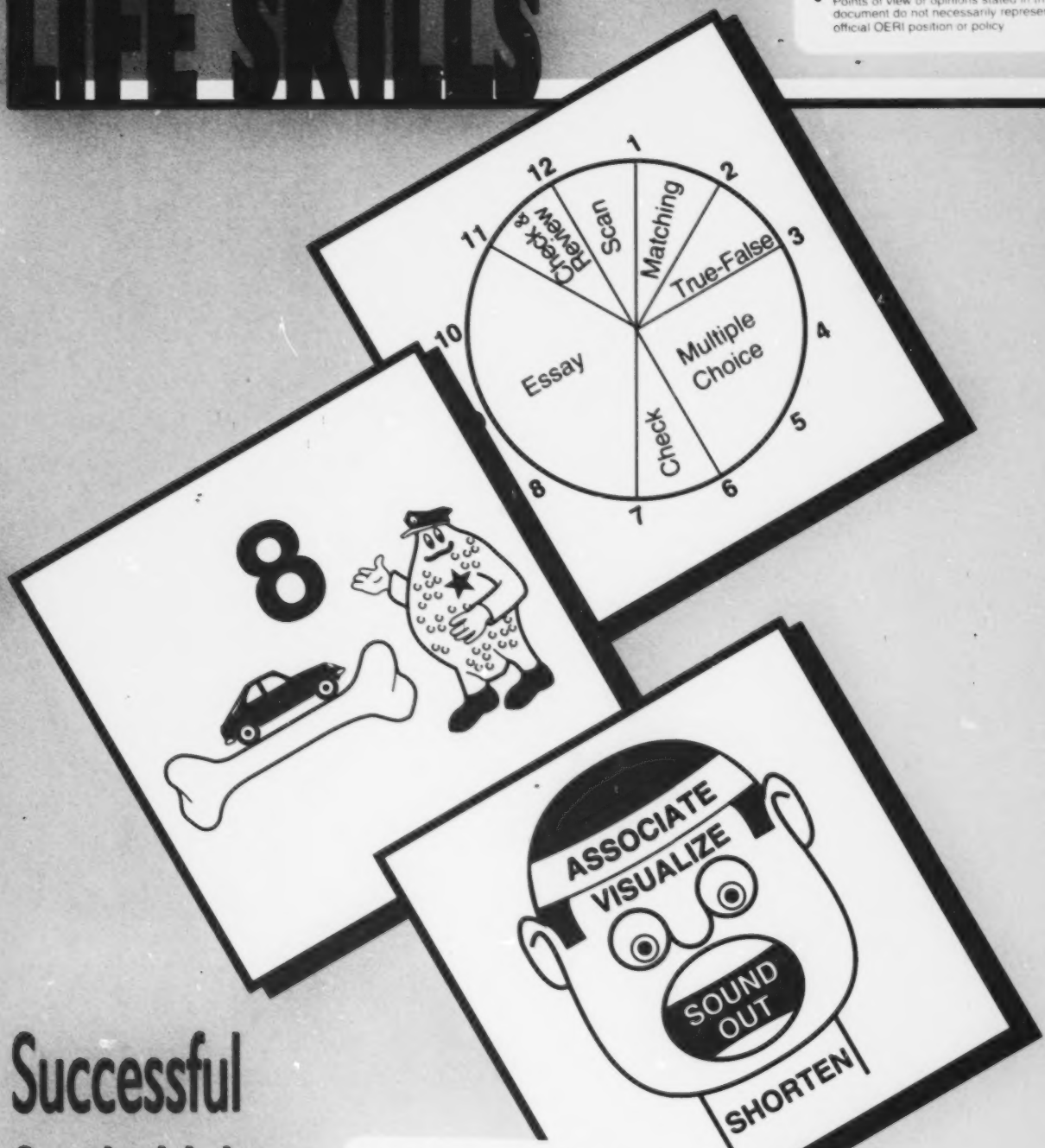
LIFE SKILLS



Successful Study Habits

Teacher Edition

95-011133

CE 068 557

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Successful Study Habits

Developed by the
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Successful Study Habits

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FOREWORD

The Life Skills series was previously published as Successful Living Skills. The series has been substantially revised and modernized. Life Skills was written to help people become more self-sufficient in their personal and professional lives. The series contains ten modules, covering a range of subjects from *Successful Study Habits* to *Basic Automotive Responsibilities*. Each module takes students through the important areas within the subject matter to develop a basic working knowledge.

The *Successful Study Habits* module helps students manage their time more effectively, freeing up more time for studying. The module provides tips on test taking and study tactics that can help improve academic performance.

Roy Peters, Jr.
State Director
Oklahoma Department of Vocational and Technical Education

ACKNOWLEDGEMENTS

The revision of *Successful Study Habits* and the other modules in the Life Skills series (previously published as Successful Living Skills) was made possible through the efforts of a number of dedicated individuals.

Special thanks to Sue Hoevelman, Ed.D. and Judith Armstrong for their insight, writing and editing. Thanks also to Dia Burroughs for her editing efforts.

Thank you to the staff of the Oklahoma Department of Vocational and Technical Education's Curriculum and Instructional Materials Center: Word Processors Charlotte Tarkington, Brenna Tillman, Rose Primeaux, and Margie Kirkendall deserve a note of thanks for their work. Thanks to Terri Tomson, contracts secretary; Bob Davis and his staff in the Art Department; Darrell Stiles and the Warehouse staff; and Danny Darrow and the Print Shop staff.

The substantial revisions in this series could not have been made without the support and encouragement of John Friedemann, CIMC coordinator, and Dr. Lynna Ausburn, CIMC development coordinator.

Connie S. Romans
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Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and Technical Education

OTHER MODULES IN THE SUCCESSFUL LIVING SKILLS SERIES

Managing Personal Matters

Effective Employment Practices

Effective Communication

Basic Automotive Responsibilities

Responsible Citizenship Practices

Development of Financial Skills

Successful Clothing Management

Effective Social Skills

Successful Human Relations

USE OF THIS PUBLICATION

INSTRUCTIONAL UNIT

Successful Study Habits contains three units. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, Suggested Activities for the instructor, Handouts, Information Sheets, Supplements, Transparency Masters, Job Sheets, Written Tests, and answers to Assignment Sheets and Written Tests, all of which are included in the instructor's edition. The student workbook includes the Objective Sheets, Information Sheets, Supplements, Transparency Masters, Assignment Sheets, and Job Sheets. Written Tests may be duplicated for classroom use or *additional copies* may be purchased by calling 1-800-654-4502 or, in Oklahoma, 1-800-522-5810, ext. 589.

All of the unit components tie into measurable and observable learning outcomes. Instructors are encouraged to supplement these components with other resources in order to make them as responsive to local conditions and individual needs as possible.

Most units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following:

- Amount of material that can be covered in each class period.
- Skills that must be demonstrated.
  - Supplies and equipment needed
  - Amount of class time needed for demonstrations
  - Amount of time needed for student practice
- Supplementary materials, including print and non-print media, that must be ordered.
- Resource people who must be contacted.

Objective Sheet

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms. The unit objectives states the overall goal of the unit. It tells what the student should be able to do and what standard will be used to see whether the student can do it. Specific objectives outline the teaching sequence of the competencies required to meet the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective could be best taught.

Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and the community. When objectives are added, the instructor should remember to supply the needed Information, Assignment, and/or Job Sheets, and criterion-referenced test items.

Suggested Activities – Instructor's Edition only

The Suggested Activities section assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery, application, and evaluation during the instructional process. The instructor should read the Suggested Activities prior to introducing the unit to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

References used in the development of each unit are listed in the "Suggested Resources" section, along with print and non-print media that may be used to teach the unit. These materials can be used by the instructor to supplement his or her knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Handouts – Instructor's Edition only

Handouts are supplemental material that is not testable or graded and is nice-to-know. Handouts provide the instructor with additional activities, fact sheets, art, controversial items, and extra practice sheets. They may also include items for the gifted or remedial student. Handouts are used at the discretion of the instructor.

Information Sheets

The Information Sheets provide "must know" content essential for meeting the cognitive objectives stated at the beginning of each unit. It serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective.

Students should read each Information Sheet before it is discussed in class. Space is provided in the margins for students and instructors to add notes that clarify and/or expand on the information provided.

The Information Sheets may include notes, cautions, or warnings. These should be discussed carefully and thoroughly. **NOTES:** are short verbal additions to the Information Sheet that provide nice-to-know and decision-making information. A note may tell the student what to watch for or to consider at a given step. It may explain when a step may not be applicable. Notes offer guidance that may help the student understand the process and do it more efficiently. **Cautions** are advisories that tell the student how to avoid causing minor personal injury or equipment damage. **Warnings** are advisories to the student used to avoid serious personal injury or death to the student, persons in the workplace, or users of the project or the procedure.

Supplements

Supplements include instructions that could be used for solving problems or reinforcing the enrichment of learning. The information presented in a Supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment or Job Sheets. While Supplements are not tested over directly, they may be used to assist in meeting the performance objectives.

Transparency Masters - Instructor's Edition only

Transparency Masters provide information in a special way. The students may see as well as hear the materials being presented, thus reinforcing the learning process. Transparencies may present new information, or they may reinforce information presented in the Information or Assignment Sheets.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the students' attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion.

Assignment Sheets

Assignment Sheets provide students with information and exercises that address learning levels at or above the application level of Bloom's taxonomy. Assignment Sheets provide written exercises for instruction and practice of a specific objective. The introduction to the Assignment Sheet explains how the Assignment Sheet relates to the subject area and unit component for such information.

Job Sheets

Job Sheets are another important segment of a unit of instruction. The Job Sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

The instructor should demonstrate the procedure outlined in each Job Sheet. Furthermore, the instructor needs to localize the procedure according to the equipment and supplies available in the local lab or salon situation. Job Sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Written Tests – Instructor's Edition only

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. If objectives have been added, deleted, or modified, appropriate changes should be made on the test.

In order to measure and document student competency gains as required by the latest Carl Perkins regulations and as outlined in the Oklahoma-developed system of standards and measures, it is *absolutely essential* that the same test be used as a pretest and as a posttest. If you choose to use tests other than the ones included herein, be sure that the same instrument is used for each activity–pretest and posttest.

A detailed explanation of the Oklahoma plan for standards and measures and the Carl Perkins requirements are included in the CIMC publication, *Measuring Learning & Competency Gain: The Pretest/Posttest Approach.* This booklet and accompanying software designed to assist in calculating and recording student gains are available to all vocational teachers through the school's vocational testing liaison.

Answers – Instructor's Edition only

This component is designed to assist the instructor in evaluating student performance on Assignment Sheets and Written Tests.

PAGE NUMBERING

Each unit will be recognized by the unit number in Arabic numerals. Each unit in the publication begins with page 1. Each page number gives the component name, book title, unit number, and page number within the unit. Since CIMC publications are loose-leaf, this system of page numbering was recently adopted so that pages from different manuals would not get mixed up. The page number for the Objective Sheet in **Unit Title**, which is unit 6, would look like this:

OBJECTIVE SHEET - Successful Study Habits
CIMC - 6 - 1

METHODS OF DISSEMINATING MATERIAL

For best results, provide student materials for each student. Student workbooks contain Objective Sheets, Information Sheets, Supplements, Transparency Masters, Assignment Sheets, and Job Sheets. Tests are packaged separately for students, and can be stored until needed. Students should be allowed to take their materials home at the end of the course.

TEACHING METHODS

Keeping students motivated is a challenge. Supplement the objectives by providing the "why," personal experiences, and current information. If you are going to teach the material in a group setting, prepare for the unit by deciding the best way to teach each objective and allow for student input.

If you are going to follow the plan for individualized instruction, provide opportunities that will allow each student to become involved in planning for and being responsible for his or her own education.

BASIC SKILLS IN CURRICULUM

The CIMC has always been mindful of the importance of reinforcement (and sometimes remediation) of students' academic skills as they progress through vocational training, and has always included activities in its materials to enhance and promote use of these skills.

Recent state and federal legislation mandates vigorous basic skills development in vocational education in the wake of demands by industry that workers *must* be academically, as well as technically, competent, given the nature of the highly complex workplace. In response, the CIMC has taken the following steps to document that, indeed, the instructional materials *do* combine academic skills training with the vocational training. In addition, concerted efforts have been made to "beef up" or enhance the basic skills instruction already present. Following is a brief description of those processes.

Basic Skills Icons and Enablers

To assist teachers and students in identifying activities that promote basic skills development, the CIMC has implemented a marking system that uses simple graphic symbols, or icons, and a list of specific tasks, or enablers, to identify the basic skill or skills called for in each Job or Assignment Sheet.

Each of the nine broad skills areas—reading, writing, mathematics, science, oral communication, interpersonal or relating, creative thinking and problem solving, employability, and social studies—is represented by an icon presented below.

Reading

Science

Creative Thinking/ Problem Solving

Writing

Oral Communication

Employability

Math

Interpersonal or Relating

Social Studies

When an activity involving one of these basic skills is identified, the corresponding icon is placed in the left-hand margin of the Job or Assignment Sheet. The basic skills training is further defined by retrieving the specific, or enabling, skill that is required by consulting a list of over two hundred and fifty enablers that has been compiled and grouped with each general basic skill. . This enabling skill is placed directly below the icon.

As an example, an exercise that requires a student to conduct library research would make necessary the use of specific reading comprehension and research and reference skills. The basic skills that the exercise promotes would be depicted in the left-hand margin as follows:

ASSIGNMENT SHEET | ***PLANNING LIVING SPACE FOR HUMAN NEEDS*** **1**

Name _____ Score _____

OBJECTIVE 10 **Define personal territory.**

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions
- Use content area vocabulary

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

- As discussed in objective 1, each person has an invisible "space bubble" or comfort zone. A comfort zone is the space between oneself and others that brings a feeling of well-being. When one's comfort zone is crowded or invaded, discomfort often results. Therefore, personal territory needs should be a prime consideration when planning living space.
- For each of the following situations, draw your estimated comfort zone around the figures provided.
- Indicate how many inches from your body the comfort zone extends.
- Consider how that comfort zone changes in different situations. Answer the questions that follow.

MEASURING STUDENT PERFORMANCE GAINS

When you examine this book, you will notice that separate written pretests are no longer included in the units of instruction. Each CIMC unit now contains only a single Written Test. This test should be used as **both** pretest and posttest by giving it once before students start a unit and again when they have completed the unit.

The reason for using a single instrument as both pretest and posttest is so that direct comparison of each student's competencies before and after instruction can be made accurately. This comparison enables precise calculation, documentation, and evaluation of student **performance gains**.

Accurate performance gains analysis is an important requirement of the new Carl Perkins legislation for vocational education. Teachers can make an important contribution to the performance accountability mandated by the new federal legislation by carrying out accurate performance gains analysis for their students and making this data available to students, parents, and administrators.

This analysis is easy to do and requires only simple calculations and record keeping. Detailed information regarding performance gains analysis is contained in the CIMC publication, *Measuring Learning & Competency Gains: The Pretest/Posttest Approach.* In addition, the CIMC has developed a computer program, CARL, which will perform all necessary calculations and will print out a record form of all information required for gain score analysis. Copies of CARL and the publication are available through your local testing liaison (in Oklahoma) or from the CIMC at 1-800-654-4502.

REQUIRED CRITERIA FOR A COMPETENCY-BASED EDUCATION PROGRAM

Criterion	Discussion	CIMC component meeting criterion
1. Instruction is based on clearly-stated learning objectives that are: a) observable and measurable, and b) communicated in writing to students before instruction begins.	Learning objectives drive CBE. Objectives are the "competencies" that learners must achieve. Each objective must clearly state what *learners* must *do* to demonstrate acquired skill or knowledge. Verbs in learning objectives are active and precise, stating the exact performance expected of learners. The objectives should also specify the standard or level of performance required. Objectives can be at any level of Bloom's Taxonomy and can include the cognitive, psychomotor, and affective domains. Higher-order cognitive skills should be included.	Objective Sheet
2. Instruction is aligned with the stated learning objectives	In CBE, the objectives specify what is taught. "Content" should relate to one or more objectives. The curriculum should cover all objectives with relevant information.	Information Sheet
3. There is a student evaluation system that is: a) criterion-referenced, and b) aligned to the learning objectives and the curriculum.	In CBE, the aim is to bring the performance of *all* learners up to a pre-defined standards and competencies. Learners work on each competency until they achieve "mastery"; the evaluation system should test and record this mastery. Learners can restudy and retest as often as needed. Specific remediation activities should also be available to learners when needed. The evaluation system focuses on what each student has achieved, not on what the instructor has "taught." The "constant" in CBE is student performance; the "variables" are time and resources. (This differs from traditional systems where learners get one chance at mastery; some succeed and some fail. In such systems, time and resources are constant and student achievement is variable.) If an evaluation is criterion-referenced, successful learner performance is defined by (or *referenced* to) mastery of pre-set objectives and standards (or *criteria*): there must be a careful match (or *alignment*) between what the student should master (objectives), what is taught (curriculum), and what is tested. Objectives, curriculum, and evaluation system must all match.	Written Test and Job Sheet/Skill Test

Criterion	Discussion	CIMC component meeting criterion
4. There is an observable management system of cognitive skill practice that provides for, promotes, and documents mastery learning.	For both cognitive and psychomotor skills, a CBE program must have a system of maintaining records of which skills and activities each learner has completed, which ones are in progress, and which ones have not yet been completed. Completion means "mastery"; no skill is completed until the learner has achieved the mastery level. The record system should promote feedback on student skill attainment to *both* instructor and learners, provide for remediation as needed, and encourage reevaluation of learner performance until mastery is achieved. Appropriate remediation strategies often should consider learning styles and other individual differences among learners. Learners should work on skills and activities until they achieve mastery. They should not be "passed on" without mastery. While learners may move ahead and work on other skills (i.e those for which all prerequisite skills have been mastered or those without prerequisites), work should also continue on the skills still requiring mastery. Students should not attempt higher-order skills until all prerequisite skills are mastered.	Assignment Sheet
5. There is an observable management system of psychomotor skill practice that provides for, promotes, and documents mastery learning.		Job Sheet/Skill Test
6. Skill mastery records are maintained for each learner, and learners have access to and make use of these records to monitor their skill acquisition.	Records should clearly indicate the skills each learner has mastered. One such record should profile or list the competencies that have been mastered and those to be mastered. Other performance indicators can be added and kept in a portfolio for each learner. Learners should have ready access to their portfolios to monitor their own progress in skill mastery and competency attainment.	Competency Profile

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with accurate and effective materials. Although the CIMC strives to maintain the highest standards of development and production, oversights sometimes do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. To do this, please identify the page(s) affected and write any comments to clarify the error or suggestion. Use the spaces below. Then, simply fold (bottom of page *upward*, top *downward*), secure, and mail.

This information will be used to correct the publication before the materials are reprinted. To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error.

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22

Successful Study Habits

Instructional Supplement

Reading

Science

Creative Thinking/
Problem Solving

Writing

Oral
Communication

Employability

Math

Interpersonal
or Relating

Social Studies

Reading Comprehension

- If students have difficulty gaining factual information:
  - Remind students that they probably read for many reasons. One of these reasons is to learn new information. The reason you have for reading helps determine the way you read.
  - Have students discuss the different techniques they use when reading. Lead the discussion so that students realize that, when they read for fun, they may read quickly; they may skim some parts and read others more carefully. Reading for facts requires more care.
  - Suggest that one technique found to be successful includes the following steps:
    - Identify in advance what it is you want to learn. Be certain that before starting to read, you have a clear understanding of what you want to accomplish. It sometimes helps to list the questions to be answered.
    - If the material to be read includes a table of contents, study it to get an understanding of how the material is organized.
    - Scan through the material noting headings, highlighted information, illustrations, etc.
    - Read the material carefully. Take notes or highlight as you read, listing or marking the information you want to learn. Note key words and ideas.
    - Study your notes/highlighted material. Ask yourself if you found all you wanted to learn. If not, read the material again or locate another source for the information.
  - Tell students that they should find a personal technique for reading to learn factual information.
- If students have difficulty drawing conclusions:
  - Remind students that when they analyze a situation, perform a job task, or even discuss a television show or movie, they will often be asked to demonstrate understanding by telling what happened and explaining why it happened.
  - Provide opportunities for students to practice drawing conclusions by describing events, such as a group of people crowded around a table that has a decorated cake with lighted candles on it, and asking them to decide what is happening. Have them explain why they reached that conclusion.

- Provide opportunities for students to practice drawing conclusions. Present students with descriptions of events, or with photographs or drawings, and ask them to describe what is happening. Ask the student(s) to support each response.

- Remind students that before they can draw conclusions, they must carefully observe what is happening and think about why it is happening. In more complex situations, it is often a good idea to take notes about possible conclusions as you work.

- If students have difficulty reacting to written material:

  - Explain to students that, in order to be able to react effectively to written material, the reader should first have an idea of what he or she is looking for in the material.

  - Discuss ways in which written material can prompt a reaction by the reader. (For example, a written warranty or guarantee can stimulate a consumer's letter of redress.) Ask students for other examples.

Research and Reference

- If students have difficulty selecting useful resources:

  - Review the different types of resources available to students. Have volunteers tell what kind of information can be found in each resource type. Have them discuss the types of projects on which each resource can assist.

  - Help students learn how to locate each resource in libraries, resource centers, or media centers.

- If students have difficulty finding materials in the library:

  - Have the school librarian review use of the card catalog or computer index in the library. If possible, those students who have never visited the library, or who appear to have difficulty remembering the procedures for locating materials, should have a supervised tour.

  - Display examples of catalog cards and computer printouts with the overhead projector. Have students explain the information listed.

  - Locating materials in sources other than books; e.g.,periodicals and government documents, can sometimes be a difficult concept for students to grasp. Spend some time on this.

Language

- If students have difficulty using standard grammar, spelling, and capitalization:
  - Discuss the importance of using standard grammar and correct spelling, punctuation, and capitalization. Include the fact that it is more difficult to read and understand incorrectly-written materials, and that readers will take correctly-written materials more seriously.
  - List common errors in grammar, spelling, punctuation, and capitalization in materials written by your students. Review this list with the class or with individuals.
  - Help students to develop a checklist to use as they write, edit, and proofread. Each student can personalize his or her own checklist by adding the items that present the most problems to him or her. If spelling is a problem, suggest that the student keep a personal dictionary of frequently used or misspelled words.
  - Have students work with partners or in groups and review each others' writing. Allow time for students to discuss the comments with their partners or groups.
  - Suggest that as students write or proofread their own writing, they circle or mark places where they are unsure of the correct grammar, punctuation, capitalization, or spelling. Provide materials (English grammar/mechanics books or style guides) or class time for students to review, revise, or correct their writing.
- If students have difficulty stating ideas clearly:
  - Remind students to determine in advance the ideas they want to convey and the audience they want to reach. Audience analysis is very important in presenting ideas clearly and appropriately.
  - State that audience analysis begins early, such as when students are doing their research. They must describe their intended audience and decide how to best present their ideas to that audience. Options for communicating with the audience include written reports, charts, graphs, diagrams, etc. Explain how the audience influences the way in which the information is presented (such as very simple text with pictures, for children; a great deal of background information, for people who know nothing about or very little about the subject; or, little background but more complex information, for experts).

- Have students work with a partner or in a small group. Provide time for them to share ideas with each other and make suggestions for making ideas clearer.

- Remind students that careful preplanning and the use of correct grammar, spelling, punctuation, and capitalization are especially important if their ideas are to be clearly understood by the intended audience.

Research

- If students have difficulty taking notes:

  - Remind students of the importance of note-taking to the preparation of the final product. Explain that, because notes are for the student's own use, students should develop their own note-taking style. It will also be easier to prepare the final product if students take notes in their own words (instead of copying directly from the original source).

  - Have students volunteer to discuss some of their own note-taking techniques. Suggest that others may wish to experiment with some of these techniques.

- If students have difficulty outlining material:

  - Define an "outline": an outline is a general plan, without details or specifics. Discuss the position of outlining in the writing process and emphasize its importance.

  - Compare (1) the roman numeral and alphabetical outline format with (2) the decimal outline format.

  - Using a sample report or essay, ask students to identify its underlying outline. Give examples of common types of outlines (essay, research report, proposal, etc.).

  - Discuss and/or demonstrate the "outline" feature of word processing software in use.

Functional Writing

- If students have difficulty completing forms and records:

  - Remind students to first decide what information is being requested. Examine the structure of the forms used. This saves time by identifying the needed information so that time will not be spent on unwanted information.

  - Tell students to plan responses carefully before putting them in a final form. If the responses call for sentence or paragraph information, it is always a good idea to write the response in rough draft form, then edit, proofread, and rewrite the draft in a final form. Stress the importance of accurate, legible records.

Math Application

- If students have difficulty selecting and applying mathematical formulas:
  - Review basic math formulas and math skills with the class or with individual students as necessary.
  - Remind students that basic math skills are used daily in such ways as counting change and paying for purchases. Remind them that they use basic mathematical formulas, such as addition and subtraction, to figure their wages and to balance their checkbooks.

Data Analysis and Display

- If students have difficulty interpreting charts and tables:
  - Review the structure of the specific chart or table.
  - Discuss the information contained in the chart.
  - Demonstrate the proper use of the chart.
- If students have difficulty collecting/recording data:
  - Suggest that students first decide how the data will be collected and recorded. Explain that it is always best to come prepared with pencil or pen and a preplanned sheet for recording the specific data that will be collected. This preparation allows you to devote careful attention to your work.
  - Stress the importance of accuracy in recording data. Review any appropriate symbols, abbreviations, and other tools.
- If students have difficulty constructing graphs:
  - Remind students that graphs are simply visual displays of information.
  - Provide students with examples of graphs and explain what they represent. Use several different types and styles of graphs to give students exposure to the different types available. As a group, have the students construct a simple graph using date such as test scores or daily high and low temperatures.
  - Display samples of different types of graphs in the classroom so the students become familiar with the appearance of a graph.

Listening

- If students have difficulty applying active listening skills:
  - Remind students that they spend much of their time listening to what other people are saying. Ask them if they have ever tried, unsuccessfully, to remember what someone said. Explain that this happens to almost everyone. Ask why they think this happens.
  - Discuss the importance of listening carefully and attentively to conversations, discussions, and interviews. Explain that students should always have a purpose for listening and should always keep that purpose in mind while listening. Suggest that they take notes or record interviews or discussions that they need or want to remember or use later.
  - Encourage students to become familiar with the subject matter before communication begins.
  - Have students practice listening to and repeating information.
  - Present some helpful guidelines for effective listening, such as being ready to listen, focusing on the speaker, and maintaining eye contact with the speaker.
- If students have difficulty drawing conclusions/making generalizations:
  - Remind students that when they analyze a situation, perform a job task, or even discuss a television show or movie, they will often be asked to demonstrate understanding by telling what happened and explaining why it happened.
  - Provide opportunities for students to practice drawing conclusions by describing events, such as a group of people crowded around a table that has a decorated cake with lighted candles on it, and asking them to decide what is happening. Have them explain why they reached that conclusion.
  - Provide opportunities for students to practice drawing conclusions. Present students with descriptions of events, or with photographs or drawings, and ask them to describe what is happening. Ask the student(s) to support each response.
  - Remind students that before they can draw conclusions, they must carefully observe what is happening and think about why it is happening. Drawing conclusions and making generalizations require the use of active listening skills.

Interactive Communications

- If students have difficulty working effectively in a group:
  - Remind students of the importance of cooperation and compromise when working in groups. Ask them what would happen to their favorite sports team or musical group if one of its members decided not to do his or her share.
  - Discuss possible methods of settling disputes or arguments in groups. Emphasize the importance of listening skills.
  - Give examples of types of groups with which students can expect to interact throughout their personal and professional lives.
- If students have difficulty communicating with professional colleagues/associates:
  - Remind students that a key to getting along with and successfully communicating with professional colleagues/associates is cooperation and compromise. Have students suggest reasons why it is important that associates work together, as well as ways to accomplish this cooperation. (Discussion should include working as a team with a common goal, not blaming others for problems or mistakes, furnishing help or making constructive suggestions when needed, listening to suggestions from others, etc.)
  - Remind students to treat their colleagues/associates as they would like to be treated. This helps ensure that all workers will be treated with respect.

Cognitive Activities

- If students have difficulty collecting/recording information:
  - Suggest that they first decide how and where the information will be collected and recorded. It is also very helpful to identify how the information will be used. Explain that it is always best to come prepared with pencil or pen and a preplanned sheet for recording the specific information to be collected. This preparation allows you to devote careful attention to your work.
  - Research and outline for students the steps in using any of the following "tools" for collecting/recording information: brainstorming, brainwriting, checksheets, interviewing, and surveying.

- If students have difficulty identifying critical elements/issues:
  - Instruct students to read or examine their sources carefully, noting key words and ideas.
  - Suggest they list the questions they hope to answer.
- If students have difficulty analyzing/synthesizing information:
  - Define the terms "analyze" and "synthesize." Compare and contrast their meanings.
  - Remind them that to analyze they must break the information down into all its component parts in order to understand it.
  - Remind them that to synthesize information they should put all the component parts together in a way that makes the information usable.
  - Explain that it is usually necessary to learn about complex items or things by examining their make-up or parts, such as studying body structure by examining each individual system or studying auto mechanics by examining the different automobile systems.
  - Also explain that it is sometimes necessary to then study the whole item or thing by studying how the parts work together to make the whole item work. This examination helps us identify and compare the relationships the parts have with each other.
  - Help the students understand the concepts by asking what they would do if they turned on a light and nothing happened. Lead them to discuss that they would probably first check to see if the light was plugged in or if the bulb was burned out. Plugging it in or replacing the light bulb might make the light come back on.
  - Then ask the students what they would do if the light still didn't work. Lead them to the conclusion that they should check to see if all the electricity was off. If it is, they will have to think about what they know about the whole electrical system—what are its parts. Identifying the parts of the whole will help them identify the problem.
- If students have difficulty drawing conclusions:
  - Remind students that when they conduct an experiment, perform a job task, or discuss a subject, they will often be asked to draw conclusions. Give examples of such situations.
  - Explain that, before conclusions can be drawn, students must first observe carefully what is happening and why it may be happening. Suggest that, with complex experiments, a good set of notes taken while conducting the experiment can help in drawing conclusions.

- Have students practice drawing conclusions. When possible, choose situations appropriate for the occupation or subject (such as an actual experiment, etc.). Or, use a general situation using photographs or a videotape without the volume. Ask students to state what is happening in each picture (their conclusion). Have students support their conclusions.

- If students have difficulty predicting results/outcomes:

  - Remind them to carefully examine what has already happened before deciding what will happen. Explain that they will use what they already know when predicting results or outcomes. To provide practice, ask questions such as what will happen if water is left running in the bathtub. The students might enjoy making up situations for the other students to predict.

- If students have difficulty identifying/evaluating consequences:

  - Have students define and give examples of consequences. Explain that every action has consequences.

  - Discuss the reasons for evaluating consequences. Lead students to discover that evaluating consequences determines, to a large extent, whether or not we will take action, or in what manner we will take it.

- If students have difficulty identifying/developing alternatives:

  - Look at the original item/solution requiring an alternative. Identify for students the criteria in the original that must also be met by any alternative.

  - Discuss the variables that could be changed to create an alternative.

  - To identify/develop alternatives, discuss the characteristics of an alternative. Ask which factors in the problem or situation create the opportunity for more than one possible choice. Have students brainstorm alternatives to a sample problem or situation that you create.

- If students have difficulty creating a finished product:

  - Have them to go back to the beginning and reidentify what it was they wanted to accomplish. Have them ask themselves how they intended to accomplish this and why it has been difficult to accomplish. Have them decide if their original idea is "do-able" or if they should decide on a new final product that they will be able to complete.

  - Be sure that the students realize that one of the most important aspects of creating a finished product is the planning of the desired finished product.

- If students have difficulty transferring knowledge/training to new situations:

- Remind the students that everything they do makes use of information that they already know. Tell them that this process of using known information often happens subconsciously. When you identify an animal as a dog, you use already known information—you know what dogs look and act like so you can recognize a dog.

- Tell the students that when they encounter a situation or a question they aren't familiar with, they should examine it carefully to identify what they already know that will help them solve the problem or answer the question. For practice, use examples such as the following:

- A baby you are caring for starts crying. You don't know why, but you do want to make her stop. How do you know what to try? Begin by thinking carefully about what you know about why babies cry. (hungry, diaper needs changing, wants attention, sick) Identifying what you already know gives you ideas to try that might make the baby stop crying.

- Remind the students that when trying to solve a problem or answer a question, they should always identify what they know by thinking about similar situations, problems, or questions they have faced. This will help them with find the answer.

- If students have difficulty applying new technology:

  - Discuss the evolution of the new technology. Assist students in determining how the new technology relates to previous procedures/ materials with which they are familiar. This should help them make the step from the old to the new.

  - If possible, have an expert in the new technology speak to the class.

  - If applicable, divide the class into two groups. Have one group apply the old technology, and the other apply the new. Discuss the benefits of the new technology.

- If students have difficulty developing an action plan:

  - Define an "action plan." An action plan assigns specific tasks to individuals or groups and states the date on which these tasks must be completed.

  - State the purposes of action plans. Encourage students to write these points down for reference:

    - They set up logical steps for accomplishing objectives.

    - They show achievement milestones.

    - They assign ownership to individuals and empower them.

    - They provide a basis for cooperation and recognition.

- They describe how resources will be distributed.

- Research and outline for students the steps in using any of the following "tools" for planning actions: flowcharts, PERT charts, and Gantt charts.

- If students have difficulty evaluating results/outcomes:

  - Help students define what the expected outcome will be before they begin the project. If they have a clear idea of what to expect, they will be more able to evaluate the results.

  - Help the students establish evaluative criteria on which to base the results of their project. Remind them that they need to establish the guidelines prior to the project in order to get an accurate evaluation.

OBJECTIVE SHEET

TIME MANAGEMENT 1

INTRODUCTION

The better time is managed, the more available time you have. If you conduct your life in an orderly, effective manner, you'll have more time for work, study, and leisure. You'll have time for the activities that give you the greatest satisfaction and personal rewards. Using the time management skills in this unit, you'll gain control of your time, which helps you fulfill your goals.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with time management to their correct definitions.
2. Select from a list influences on the use of time.
3. State ways to manage time efficiently.
4. Identify behaviors that waste time.
5. Identify personal problems with time management. (Assignment Sheet 1)
6. Analyze personal reasons for procrastination. (Assignment Sheet 2)
7. Select from a list ways to overcome procrastination.
8. Assess time management skills. (Assignment Sheets 3 and 4)
9. Discuss time management goals. (Assignment Sheet 5)
10. State how a written time plan helps in time management.
11. Select from a list guidelines for developing a written time plan.
12. Develop a written time plan. (Assignment Sheet 6)

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions, and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

  ☛ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with time management to their correct definitions.

- Have the students react to statements or phrases about time:
  - If a minute were treated like a dollar, . . .
  - Time is the scarcest resource and unless it is managed, nothing else can be managed. (Peter Drucker)
  - A minute gone is gone forever.

- Many of us spend half our time wishing for things we could have if we didn't spend half our time wishing. (Alexander Woolcott)

- For the want of a nail the shoe was lost,
  For the want of a shoe the horse was lost,
  For the want of a horse the rider was lost,
  For the want of a rider the battle was lost,
  For the want of a battle the kingdom was lost—
  And all for the want of a horseshoe-nail.
  (Benjamin Franklin)

☛ **NOTE:** Encourage the students to contribute other statements related to time.

- Use Information Sheet, objective 1 to discuss terms and definitions related to time management.

- Emphasize the definition of time management by arranging student contact with a busy person who values time, such as a young parent with several small children, worker with two jobs, politician, doctor, high school principal, or college student. Have the students note how the person uses time, saves time, ranks saving time as a priority, and what satisfaction and personal rewards have been achieved through effective use of time.

  ☛ **NOTE:** You may arrange for a panel of busy people to appear in class or allow the students to select people to interview. Information obtained by the students can be shared during class discussion or through written profiles of the subjects.

- Assign the students to record their actual use of time for a given period (one to three days). Time logs will be used later with Assignment Sheet 6.

Example:

TIME	ACTIVITIES
6:30-7:30	Get up; get ready for school; make bed
7:30-8:30	Eat breakfast; ride bus to school
8:30-8:50	Finish homework; visit with friends
8:50-9:50	Home economics class
9:50-10:50	American history class
10:50-11:50	Basketball
11:50-12:30	Lunch
12:30-1:30	Chemistry class
1:30-2:30	Accounting class
2:30-3:30	Office aide
3:30-5:00	Work
5:00-6:00	Cheerleading practice
6:00-7:30	Eat dinner and visit with family; watch TV
7:30-9:00	Do homework
9:00-10:00	Clean bedroom; get ready for bed

Objective 2: Select from a list influences on the use of time.

- Discuss the influences on the use of time in Information Sheet, objective 2.

- Use the Transparency to focus attention on the interrelationships of factors which influence the use of time.

- Have the students rank a set of given activities. An example of a set of activities is eating balanced meals, sleeping at least eight hours, reading about current events, exercising, grooming, shopping. Obtain rankings of the same list from at least one person not in school. Discuss why rankings vary.

Objective 3: State ways to manage time efficiently.

- Use Information Sheet, objective 3 to discuss methods of using time efficiently.

- Divide the class into small groups. Assign each group one of the following categories: child care, entertainment, cooking, housekeeping, laundry, personal grooming, shopping, school work. By brainstorming, have each group compile a list of time-saving tips for the assigned category. Have a representative from each group share the ideas listed; allow the class to offer additional suggestions.

- Invite an English teacher or reading specialist to speak to students about how to increase reading speed.

Objective 4: Identify behaviors that waste time.

- Emphasize that time passes at a predetermined rate and that time management is not a question of managing the clock but of managing ourselves with respect to the clock.

- Use Information Sheet, objective 4 to discuss behaviors that waste time.

- Encourage the students to give personal examples which illustrate listed points.

Objective 5: Identify personal problems with time management. (Assignment Sheet 1)

- Have the students complete Assignment Sheet 1.

Objective 6: Analyze personal reasons for procrastination. (Assignment Sheet 2)

- Have the students complete Assignment Sheet 2.
- Discuss the students' self-ratings. Were they surprised by the degree to which they procrastinated?

Objective 7: Select from a list ways to overcome procrastination.

- Use familiar statements to emphasize the importance of completing tasks promptly.
- Use Information Sheet, objective 7 to discuss ways to overcome procrastination.

Objective 8: Assess time management skills. (Assignment Sheets 3 and 4)

- Have the students role play the scenarios in Parts 1 and 2 of Assignment Sheet 3. Allow students to discuss their responses.
- Have the students complete Assignment Sheet 4. Emphasize that answers are not right or wrong; the activity is designed to allow the students to assess their own time-management skills.

Objective 9: Discuss time management goals. (Assignment Sheet 5)

- Before introducing Assignment Sheet 5, write on the board Greg Daneke's statement: "Planning is not forecasting or predicting the future; rather, it is the creation of the future."

  ☛ **NOTE:** Greg Daneke is a highly respected consultant to big business and government on natural resource planning.

- Stress the relationship of time management to self-image.
- After explaining that answers are not right or wrong, have the students complete Assignment Sheet 5.

Objective 10: State how a written time plan helps in time management.

- Use Information Sheet, objective 10 to discuss how a written time plan helps in time management.

Objective 11: Select from a list guidelines for developing a written time plan.

- Use Information Sheet, objective 11 to discuss developing a written time plan.

Objective 12: Develop a written time plan. (Assignment Sheet 6)

- Have the students complete Assignment Sheet 6.

  ☛ **NOTE:** To complete Part 1 of Assignment Sheet 6, the students will need to utilize the time log they were assigned to keep under objective 1.

EVALUATION

Pretest

- Give the Written Test as a pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.
- Reteach and reevaluate if necessary.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- Give the Written Test.

  ☞ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Christenbury, Joyce. *Alternatives: Time Management*, Bulletin HEL29. Clemson, SC: Clemson University Cooperative Extension Service, nd.
- Cooper, Robert K. *The Performance Edge: New strategies to maximize your work effectiveness and competitive advantage.* Boston, MA: Houghton Mifflin, 1991.
- Fletcher, Cynthia Needle, and June Schuchardt. *It's About Time*, Bulletin NCR 229. Ames, IA: Iowa State University Cooperative Extension Distribution Service, 1985.
- Goodspeed, Lila, and Eleanor Smith. Revised and adapted by Jeanne Brinkley. *This Is the Life.* Westerville, OH: Glencoe: Division of MacMillan/McGraw Hill School Publishing Company, 1981.
- Haynes, Marion E. *Personal Time Management.* Los Altos, CA: Crisp Publications, 1987.
- Hobbs, Charles R. *Time Power.* New York: Harper and Row, 1987.
- Jenkins, Joyce. *Time Tools to Stretch Your Day*, Bulletin HM638. Clemson, SC: Clemson University Cooperative Extension Service, n.d.

- Oppenheim, Irene. *Living Today*. Westerville, OH: Glencoe: Division of MacMillan/McGraw Hill School Publishing Company, 1988.

Electronic Media

☞ **NOTE:** The following videotape is available from Oklahoma State Audio Visual Center, Stillwater, OK 74078. To order, call: (405)744-7212.

- *Time on Your Hands*, VHS, 12 minutes, 1985. Catalog no. 167020. Developing Your Study Skills series, University of Western Ontario.

  ☞ **NOTE:** This videotape revolves around a student's inability to schedule his time and the obvious academic consequences. The tape provides students with valuable suggestions to aid them in developing a system of monitoring and evaluating their progress to meet specific goals.

INFORMATION SHEET

TIME MANAGEMENT 1

OBJECTIVE 1

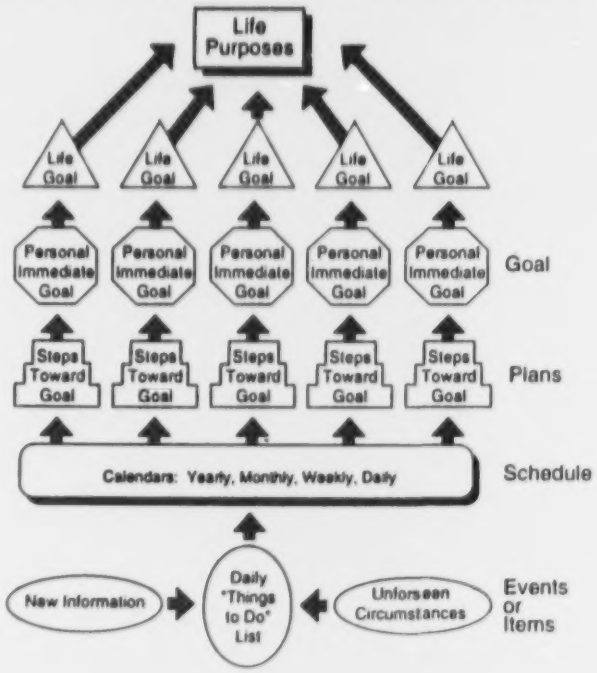
Match terms associated with time management to their correct definitions.

- **consequence** — result or outcome of an action or process
- **dovetail tasks** — to do more than one thing at a time

  ☛ **NOTE:** *Dovetail* means to fit together into a whole.
- **incentive** — something that encourages or motivates one to take action or to work harder
- **inertia** — tendency to remain in a fixed condition without change
- **philosophy** — particular system of principles for the conduct of life
- **priority** — task or activity considered worthy of receiving attention before another
- **procrastination** — act of putting off doing something until a future time
- **time management** — planning use of time in a way that will bring the greatest satisfaction and personal rewards
- **trivia** — unimportant matters or activities

OBJECTIVE 2

Select from a list influences on the use of time.



- Your goals, values, and standards

  EXAMPLE: Move into a nicer house, make the basketball team, have a microwave oven, purchase a car

- Your responsibilities in life

  EXAMPLE: Care for younger children or ill grandparent, prepare evening meal, hold part-time job

- Your ability to plan, organize, and perform tasks

OBJECTIVE 3

State ways to manage time efficiently.

- Establish goals.

  ☑ **NOTE:** Setting goals helps to prevent wasting time on activities that are not important to you.

- Determine priorities.

  ☑ **NOTE:** Time does not permit us to do all the things that our conscience or imagination tells us we might do.

- Make a realistic time plan.

  EXAMPLE:

  - ☐ Make a daily "to do" list.
  - ☐ Set realistic deadlines.
  - ☐ Use small amounts of time.
  - ☐ Distribute work and recreational activities throughout the week.
  - ☐ Alternate heavy and light tasks.
  - ☐ Include rest periods.

- Be decisive.

  ☛ **NOTE:** Indecision wastes time and causes worry. Routine decisions or those that do not involve large amounts of time, money, or effort should be made in as short a time as possible.

- Eliminate unnecessary jobs.

  EXAMPLE: When you wash dishes, you might let them drip dry instead of drying them yourself; you can do your homework or another job while the dishes are drying and then put them away.

- Delegate responsibilities.

  EXAMPLE: Plan work so that other family members, roommates, or club members can share responsibilities.

- Dovetail tasks.

  EXAMPLE: Wash hair brushes while shampooing.

- Work faster.

  ☛ **NOTE:** It is easy to waste time, particularly if you don't like the job; most people, however, can learn to work faster.

- Eliminate procrastination.
- Develop habits that save time.
  - Keep your clothes and personal things ready to use. Put things back in their place every time.
  - Buy permanent-press clothes rather than clothing that needs frequent ironing.
  - Handle items only once; time is wasted when you have to go back to finish a job.
- Evaluate your use of time regularly.

☑ **NOTE:** Think about what time of day you work best. Do you try to accomplish your hardest jobs during that time?

OBJECTIVE 4 **Identify behaviors that waste time.**

Time Waster	Possible Cause	Possible Ways to Prevent
Disorganization	Failure to see the benefit of organization	Recognize that planning takes time but saves time in the end.
	Making work expand to fit the time available	Emphasize results, not activity.
	Success without planning	Recognize that success is often in spite of, not because of, methods.
Lack of priorities	Lack of goals and objectives	Write down goals and objectives.
		Discuss priorities with parents, teachers, friends, counselors.
Overcommitment	Broad interests	Say no.
	Confusion in priorities	Put first things first.
	Failure to set priorities	Develop a personal philosophy of time; relate priorities to a schedule of events.

Time Waster	Possible Cause	Possible Ways To Prevent
Haste	Impatience with detail	Take time to get it right; save the time of doing it over.
	Unrealistic time estimates	Allow more time; allow for interruptions.
	Responding to the urgent	Distinguish between the urgent and the important.
	Lack of planning ahead	Take time to plan; it repays itself many times over.
	Attempting too much in too little time	Attempt less.
Paperwork and reading	Knowledge explosion	Read selectively; learn speed reading.
Routine and trivia	Lack of priorities	Set and concentrate on goals.
Indecision/Inertia	Lack of confidence in the facts or own ability	Improve fact-finding and validating procedures.
	Lack of a rational decision-making process	Get facts, investigate alternatives and negative consequences, make the decision, and implement it.
	Failure to see the value in action	Clarify your expectations; set goals.
	Fear of not being perfect	Acknowledge that doing your best is all that is required.

OBJECTIVE 5

Complete Assignment Sheet 1.

OBJECTIVE 6

Complete Assignment Sheet 2.

OBJECTIVE 7

Select from a list ways to overcome procrastination.

- Reduce the amount of time it takes to accomplish a task.

  ☛ **NOTE:** This is especially important for routine jobs and for jobs you dislike.

- Plan to work at the time of least fatigue.

- Decide when you are the most productive.

  EXAMPLE: Some people are more energetic in the early morning.

- Offer yourself an incentive.

  EXAMPLE: Plan to get your homework done by noon on Saturday so that you can go skating with friends.

  If you get your share of the household work done before supper, you can read a book or practice the guitar after supper.

OBJECTIVE 8

Complete Assignment Sheets 3 and 4.

OBJECTIVE 9

Complete Assignment Sheet 5.

OBJECTIVE 10

State how a written time plan helps in time management.

- Serves as a guide for time and activities
- Promotes thinking through each step
- Shows the relationships between activities
- Provides a basis for judging accomplishment of goals and for future planning

OBJECTIVE 11

Select from a list guidelines for developing a written time plan.

- Keep the plan simple.

  ☛ **NOTE:** Avoid developing fancy details that require a lot of planning time.

- Make the plan complete.

  ☛ **NOTE:** If you leave out important items, they have to be squeezed in later on.

- Keep the plan flexible.

  ☛ **NOTE:** Plan for the unexpected.

  EXAMPLE: Allow time to change a flat tire.

- Make the plan workable.

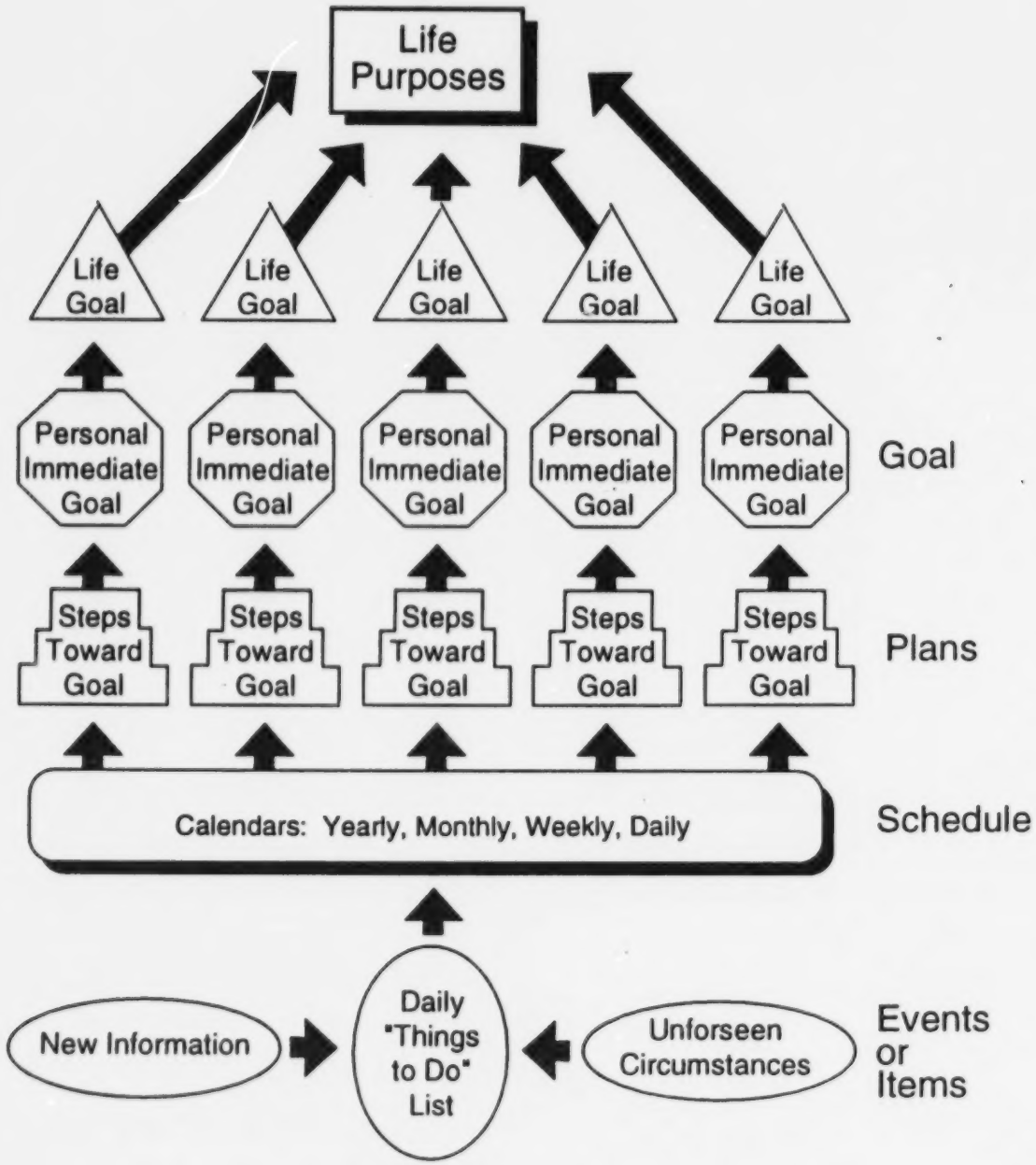
  ☛ **NOTE:** Be realistic and learn what you can and cannot expect of yourself.

OBJECTIVE 12

Complete Assignment Sheet 6.

TM

The Basics of Managing Your Time (Managing Your Life)



May be photocopied for student use.

ASSIGNMENT SHEET 1

TIME MANAGEMENT 1

Name _____ Score _____

OBJECTIVE 5

Identify personal problems with time management.

INTRODUCTION

Time is an important resource. However, no two people use their time alike. An old saying maintains that two things can never be recalled: time and a spoken word. In other words, once a minute is gone, it is gone forever. To successful people, time is as valuable as money.

Most people waste a lot of time. Time is wasted when you cannot find what you are looking for or when you have things to do and do not do them. Wasting time can also affect others. If one person causes 40 people to be late by one minute, in reality 40 minutes are wasted.

INSTRUCTIONS

Part 1

Identify ten ways you have wasted time, and tell what you could have done to prevent that waste.

Language
- State ideas clearly

Cognitive Activities
- Collect/record information
- Draw conclusions

	WAYS TIME WAS WASTED	HOW TO PREVENT THIS
	EXAMPLE: Missed school bus	Get up on time.
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

Part 2

At some times minutes seem to pass quickly, and at other times they pass slowly. How quickly time seems to pass depends a lot on what you are doing.

Many times when an activity seems to end quickly, it is something you enjoy doing; when an activity seems to take a long time, it may be one that you do not enjoy. Slow-moving activities, which can be time wasters, can be made to pass more quickly if they are well planned.

1. List activities that you have been engaged in that were definitely fast-moving or slow-moving.

FAST-MOVING ACTIVITIES	SLOW-MOVING ACTIVITIES
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Choose two of the slow-moving activities; in the following space describe what you could have done to make these activities more enjoyable.

_____

_____

_____

_____

_____

_____

_____

_____

_____

ASSIGNMENT SHEET 2

TIME MANAGEMENT 1

Name _____ Score _____

OBJECTIVE 6

Analyze personal reasons for procrastination.

INTRODUCTION

Procrastination can ruin your time schedule. Some people can manage and function quite effectively only when faced with imposed deadlines. If such people can substitute self-set deadlines for those imposed, they, rather than other people or other situations, will be managers of their time.

INSTRUCTIONS

Complete a procrastination survey by circling the answer that most accurately describes your behavior.

Math Application
- Select/apply mathematical formula

Cognitive Activities
- Analyze/synthesize information
- Draw conclusions

Part 1 — Questions

Indicate your answer by circling the letter.

1. When I have to complete a complicated assignment, I first

   A. complete the hardest part.
   B. complete the easiest part.
   C. determine a complete plan for doing the work.

2. I feel good about my day's accomplishments when I have

   A. started and completed several assignments alone.
   B. completed as much work as I can before beginning a new project.
   C. attended to all the details and planned to begin a new project the next day.

3. The sooner I begin a job,

   A. the sooner it will be completed.
   B. the more time I will have to do it right.
   C. the sooner I'll know what needs to be done.

4. Occasionally, I postpone an important job because

   A. it gives me a break to do something more immediate.
   B. I might not have planned it right.
   C. I need more time beforehand to avoid getting bored and worn out.

5. On how many projects do you feel comfortable working at the same time?

   A. 0-2
   B. 3-5
   C. 6 or more

6. In an average day, what percent of the work that you begin do you complete?

   A. 80%
   B. 60%
   C. 40%

   List the major projects you have begun that still need to be completed.

   _____

   _____

   _____

   _____

   _____

7. I enjoy completing an assigned task because

   A. I feel a sense of accomplishment.
   B. I might earn a grade or a compliment.
   C. it's done.

8. How many did you list in question 6?

   A. 0-3
   B. 4-6
   C. more than 6

9. A. Write your usual reasons for delaying beginning work.

_____

_____

_____

_____

B. List the activities you have planned as soon as you find the time.

_____

_____

_____

_____

10. How many did you list in question 9B?

A. 0-3
B. 4-6
C. more than 6

How frequently are the following statements true in your life?

11. I would skip a meal to finish a project rather than miss an important deadline.

A. always
B. sometimes
C. never

12. I can easily resume work after minor interruptions.

A. always
B. sometimes
C. never

13. I try to meet deadlines well ahead of time.

A. always
B. sometimes
C. never

14. As I look back, I see that I have done most of the activities I wanted to do.

    A. always
    B. sometimes
    C. never

15. I feel a sense of personal satisfaction in completing work on time.

    A. always
    B. sometimes
    C. never

Part 2 — Scoring the Survey

Count the number of each letter you circled and write the number in the first column. Then multiply as indicated. Add your totals.

Answer Chosen	Times Chosen		Point Value	Total
A	_____	x	1	_____
B	_____	x	2	_____
C	_____	x	3	_____
			Final Score	_____

Part 3 — What Does Your Score Mean?

The lower your final score, the less likely you are to procrastinate; the higher your final score, the more likely you are.

If you scored 15, procrastination is not a problem for you.

If you scored between 15 and 25, procrastination is probably not a big time waster for you.

If you scored between 25 and 35, you probably hesitate when you should act, postpone when you should get started, and put off the important but anxiety-producing work you should be concentrating on.

If you scored over 35, procrastination may be the biggest obstacle between you and total time management. You may want to review some of the suggestions for better time management to see how you can improve your work habits.

ASSIGNMENT SHEET 3

TIME MANAGEMENT 1

Name _____ Score _____

OBJECTIVE 8

Assess time management skills.

INTRODUCTION

Planning brings the future into the present so that you can do something about it. Many people plan the really important parts of their lives, such as getting married, buying a large item such as a house or car, or writing a will, but fail to plan the use of their time each day or from day to day.

You can usually pick out the people who are wise enough to plan how they use their time each day. They often seem rested, happy, and successful. They are on their way to meeting their goals. Other people admire them for the way they handle their time. People who plan wisely seem to be able to do what they have to do and still have free time.

INSTRUCTIONS

Reading Comprehension
- Draw conclusions
- React to written material

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Sometimes it seems difficult to associate management of time with your own life. It is somewhat less difficult to see the mistakes of others. After you have read each episode, complete the activities.

Part 1 — The Speech

Lynn knew she had much work left to do on her speech for the FHA/HERO competition. Even though she had an outline in mind, she had not completed her research, developed the points of the speech, or practiced it, and it was to be given tomorrow. She had purposefully delayed giving hers in order to hear how her fellow club members had delivered theirs. She really thought she would have time during some of her other classes to work on it, but, since that had not happened this week, at the last minute today, she had called in at work asking for the night off. Mr. Smith, her manager, was not happy with her last-minute notice but agreed once she had convinced him how important this speech was.

Now home at 5:00 with her research materials and speech outline ready, she could begin working. She ate her usual snack, turned off the radio, and was just sitting down to work when Ginger, her best friend, called.

Interactive Communications
- Work effectively in a group
- Communicate with professional colleagues/associates

"Lynn, guess what? Dad gave me my new car early. He said he couldn't wait until Saturday, so he had it in the drive when I got home. I'll be right over to give you a ride." Before Lynn could reply, Ginger had hung up.

What would you do if you were Lynn?

Why would you choose this action?

In small groups, brainstorm how this scenario may end, what could be the results of Lynn's actions—either staying or going—and how each person will react: Ginger if Lynn does not go? Lynn's club sponsor if she does not deliver her speech? Mr. Smith if he learns she spent time joy riding? What three things could Lynn do to manage her time better? Discuss each question separately and write your answers.

Ginger

Club sponsor

Mr. Smith

Lynn's time management

1. _____

2. _____

3. _____

Part 2 — The Party

When Jon and Paul signed their lease, they agreed that they would share the responsibilities for maintaining the apartment and cooking, including all bills. Both with limited funds, they did well until their first bowl-watching party. Jon was to clean the apartment; Paul was to prepare the food. In their two weeks together, Jon had learned that Paul was slow to organize activities, so he had helped Paul plan the menu and had reminded him several times of things to be done.

The day of the party, Jon had to work until 2:00, the kick-off time. Jon called Paul at 1:00 to see if he needed to stop for anything. Paul was just beginning to organize the food and had changed his mind about what to fix.

"Let's do that hot dip," Paul said. "Bring home some chilies and cheese."

Thinking about another ten dollars out of their weekly food allowance, Jon agreed reluctantly. Just before Jon left work, Paul called, "Pick up some ice cream, too, will you? Someone might want some on his brownie."

"But, Paul, that's more expense than we had planned, and we have plenty of food as it is."

"Who's in charge of food—I am, right?" Paul replied.

"Oh, OK, but this is costing us," Jon responded as he gave in.

All of their guests were sitting in front of the television when Jon arrived; Paul was in the kitchen, getting out silverware and dishes. Other than a basket of chips, no food was out.

"Why aren't you ready?" Jon asked, disappointed that their well-laid plans had failed. Paul had spent the morning talking on the phone and having coffee with a new neighbor. The sandwiches were not made, the brownies were not baked, and the dip still had to be fixed.

"There goes an entertaining afternoon with friends," Jon thought as he opened the refrigerator for sandwich makings.

After the guests left, Jon and Paul had a talk. In groups of two, role play what occurred. Include how each person feels, what the guests thought, how the situation could have been different.

Write a brief summary of what each person learned from this. List three techniques Paul could use in managing his time.

Jon _____

_____

_____

Paul _____

_____

_____

Paul's time management

1. _____

2. _____

3. _____

ASSIGNMENT SHEET 4

TIME MANAGEMENT 1

Name _____ Score _____

OBJECTIVE 8

Assess time management skills.

INTRODUCTION

Whether you are a good manager of time or a chronic waster of time, you can improve your use of time. The first step is to analyze your personal time management skills. Many people know they need to use time more efficiently, but they fail to do so.

INSTRUCTIONS

Analyze your time management skills by checking either YES or NO.

Cognitive Activities
- Analyze/synthesize information
- Draw conclusions

	YES	NO
1. I let tasks come to me throughout the day; I don't plan them.	____	____
2. I start a task without planning it through.	____	____
3. I often leave jobs before I complete them.	____	____
4. I do the easy, less important work before I do the more difficult, important work.	____	____
5. I do as much as I can by hand, not machine.	____	____
6. I try to do other people's jobs, too.	____	____
7. I try to spend my time doing things I'm practiced at and good at.	____	____
8. I think doing things the old way is better.	____	____
9. I sometimes start projects that I know I won't complete.	____	____
10. I sometimes am surprised at emergencies that arise in a project.	____	____
11. I treat deadlines as being very flexible.	____	____

	Yes	No
12. I spend some time every day talking to several friends or relatives.	____	____
13. I often make several trips a day to run errands.	____	____
14. I am distracted by things around me, such as television, catalogs, pets, etc.	____	____
15. I enjoy having friends visit me at work.	____	____
19. I have to make several trips to get supplies organized for a project.	____	____
20. I talk over a project with as many people as I can before I start it.	____	____
TOTAL	____	____

To assess your personal time management skills, total the number of responses in each column. The higher your score in the YES column, the more time management skills you have to master. The higher your score in the NO column, the better you are at managing your time.

Analyze the items which you marked YES. What can you do to better manage your time?

_____

_____

_____

_____

ASSIGNMENT SHEET 5

TIME MANAGEMENT 1

Name _____ Score _____

OBJECTIVE 9

Discuss time management goals.

INTRODUCTION

Do you feel like a winner? Are you happy with the way you are currently spending your time? Think about it . . . are you really getting what you want out of life? Are you achieving your goals?

In this assignment, seven separate exercises are aimed at helping you plan your time in a way that will bring the greatest satisfaction and personal rewards.

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Cognitive Activities
- Identify critical elements/issues
- Analyze/synthesize information
- Draw conclusions

INSTRUCTIONS

Part 1

1. Few people take time to think about the activities that bring them the most pleasure and satisfaction. List 20 of your favorite activities.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Did any of the items surprise you? Why or why not?

_____

_____

_____

3. Did any of the items correspond with your current employment (or planned employment plans) or activities? Explain briefly.

_____

_____

_____

4. What items listed could be turned into career success?

_____

_____

_____

☛ **NOTE:** One full-time homemaker who completed the assignment placed reading at the top of her favorite activities list. She had been hoping to find a way of bringing in an extra income; now she has a "story-time" hour at the local library three days a week, and she has also started operating her own lending library out of her home for friends and neighbors. She charges a small fee on each book and uses the money to purchase new ones. She is also taking literature classes at the local university with the hopes of earning a master's degree.

Part 2

Kick off your shoes, lean back in your chair, close your eyes, and allow your mind the treat of daydreaming. Think about anything you would like to see, do, or become. List those things in the space provided.

EXAMPLE: Take a Caribbean cruise, run for political office, build a house, win the Pillsbury Bake-Off, write a best-selling novel, become a professional athlete.

☛ **NOTE:** Of course, the simple act of making a daydream will not automatically make your dreams come true, but it is a start.

_____

_____

_____

Part 3

All of us have needs. Fortunately, most needs can be fulfilled with a variety of activities. Take a moment and make a list of your most vital needs and desires.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Give each statement a rating between 1 and 5. A "5" indicates that this particular desire is an important part of your current inner make-up. After you finish the exercise, go back and put a star by the most important needs that are not being met to your satisfaction and fulfillment.

Part 4

Designing a perfect day is another way to reveal your deepest needs. Write your idea of a perfect day; be sure to include the place, the activities for the day, and the people with whom you spend your day.

_____

_____

_____

_____

_____

_____

_____

Part 5

The majority of individuals live their lives from day to day with no real direction. Instead of taking the initiative to set goals and objectives, they let someone else do it for them — their parents, their bosses, the government, or the economy. When an individual develops a real plan of action and a direction in his or her life, incredible things can happen.

Describe everything as you would like it to be in five years. Write about your home, its location, and its furnishings. Discuss the work or the projects you have chosen to be involved with. List your salary and your assets. Describe the way you spend your leisure time and the quality of your relationships. Be as specific as possible, for you are planting ideas that will develop the extent you think about them. *Remember, you become what you think about all day long.*

☛ **NOTE:** Of course, these five-year goals are not written in concrete. You can always change your mind — in fact, you probably will. The important thing to realize is that in order to win the very best in life, you must start with a goal. From there you can develop a road map and plan of action that will lead you to your destination. Goals are relative to an individual's needs.

Part 6

It has been said that the happiest people are those who spend time trying to improve or better the world in some unique way. Take time to think about the contributions you would like to make to others, and describe those contributions below.

EXAMPLE: A homemaker with a large family wanted to be of service in some way, but felt rather tied down because of her children. However, she decided there was always room for one more, so she and her husband became involved in the foster child program.

After reading an article on child abuse, a high school student wanted to do something to help stop it. She organized her FHA chapter to provide information about child abuse and to list counseling services and their phone numbers in the local newspaper.

_____

_____

_____

_____

_____

Part 7

Now that you have examined your favorite activities, your needs, your desires, your daydreams, and your contributions, consider each of the following four questions.

☛ **NOTE:** If any important goals have been missed, this is a good way to discover them.

1. What are your three most important lifetime goals? _____

   _____

   _____

2. If you had only six months to live, what would be your major objectives?

3. How would you be spending time today if you could select from any of your activities?

4. How would you live your life if you knew you could not fail?

☛ **NOTE:** It has been said that we all have enough time to do what we really want to do; but in reality, none of us really knows how much time we will have on earth. That is why it is so important to set priorities. Once we have achieved the important things, we can begin to spend our time on other things.

ASSIGNMENT SHEET 6

TIME MANAGEMENT 1

Name _____ Score _____

OBJECTIVE 12

Develop a written time plan.

INTRODUCTION

Most people say they need more time. We all know there is no way to get more time. Everyone has the same 24 hours in a day, but everyone does not use those 24 hours in the same way. This is why some people seem to have more time than others. It is no easy task to manage time; but with a little planning, one can have enough time for the important things.

INSTRUCTIONS

Part 1

Analyze the way you spend time by completing the following chart. Answer the questions on how your time was spent during the past seven days. Use the time log that you kept at the beginning of this unit as an aid in making your estimates.

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Functional Writing
- Complete forms and records

Data Analysis and Display
- Interpret charts and tables
- Collect/record data

Cognitive Activities
- Predict results/outcomes
- Identify/develop alternatives
- Create a finished product

WAY TIME WAS USED	NUMBER OF HOURS USED
Doing homework	_____
Personal grooming	_____
EXAMPLE: Getting hair cut; putting on makeup in the morning	
Serving others	_____
EXAMPLE: Volunteering at the local Head Start	
Eating meals	_____
Working	_____
Doing leisure activities	_____
EXAMPLE: Going to the movies	

Planning _____

EXAMPLE: Planning the homecoming float

Sleeping _____

Participating in school activities _____

EXAMPLE: Speech club

Attending class _____

Other _____

Look at the number of hours that you spent in the different areas and answer the following questions.

1. On what areas did you spend the most time?

   _____

   _____

2. What amount of time was spent on really important matters such as homework?

   _____

3. Explain the effect that the time spent on homework had on your grades for the week.

   _____

   _____

   _____

4. How can you change the number of hours spent in a less important area in order to do more important things?

   _____

   _____

   _____

   _____

Part 2

To be satisfactory, a time plan must be your own. It is your map to help you reach your goals. A good plan will be an asset, not a burden.

1. Develop a yearly plan by listing activities you plan to do each month.

   ☞ **NOTE:** List only the big events such as things that happen once a year.

   EXAMPLE:

YEARLY TIME PLAN

January	February	March	April
Ski trip	Valentine Dance	Spring Break	FHA/HERO State Convention
May	**June**	**July**	**August**
Prom Graduation	Vacation trip with parents	FHA/HERO National Convention	Teach Vacation Bible School
September	**October**	**November**	**December**
County Fair	State Fair	Football Homecoming	Christmas Dance Christmas Concert

YEARLY TIME PLAN

January	February	March	April
May	June	July	August
September	October	November	December

2. Develop a monthly time plan by listing activities that you plan to do each day.

NOTE: List only the big events.

EXAMPLE:

OCTOBER MONTHLY PLAN

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
	1 FHA Meeting	2	3	4 Babysit for YHO meeting	5 Football game	6 Church party
7 Church	8	9	10 4-H Club meeting	11	12 Football game	13
14 Church	15	16	17 FHA meeting	18	19 Football game	20
21 Church	22	23	24	25 Homecoming bonfire	26 Football game	27 Halloween party
28 Church	29	30	31 Halloween carnival			

_____ MONTHLY PLAN

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.

ASSIGNMENT SHEET 6 - Successful Study Habits
CIMC - 1 - 46

3. Develop a daily time plan by listing the activities for each hour of the following day.

   EXAMPLE:

TIME	ACTIVITIES
6:30-7:30	Get up; get ready for school; make bed
7:30-8:30	Eat breakfast; ride bus to school
8:30-8:50	Finish homework; visit with friends
8:50-9:50	Home economics class
9:50-10:50	American history class
10:50-11:50	Basketball
11:50-12:30	Lunch
12:30-1:30	Chemistry class
1:30-2:30	Accounting class
2:30-3:30	Office aide
3:30-5:00	Work
5:00-6:00	Cheerleader practice
6:00-7:30	Eat dinner and visit with family; watch TV
7:30-9:00	Do homework
9:00-10:00	Clean bedroom; get ready for bed

TIME	ACTIVITIES

WRITTEN TEST

TIME MANAGEMENT 1

Name _____ Score _____

OBJECTIVE 1

Match terms associated with time management to their correct definitions. Write the correct letters in the blanks.

A. time management
B. inertia
C. trivia
D. procrastination
E. incentive
F. philosophy
G. dovetail tasks
H. consequence
I. priority

____ 1. Task or activity considered worthy of receiving attention before another

____ 2. Unimportant matters or activities

____ 3. Tendency to remain in a fixed condition without change

____ 4. Act of putting off doing something until a future time

____ 5. To do more than one thing at a time

____ 6. Something that encourages or motivates one to take action or to work harder

____ 7. Result or outcome of an action or process

____ 8. Particular system of principles for the conduct of life

____ 9. Planning use of time in a way that will bring the greatest satisfaction and personal rewards

OBJECTIVE 2

Select from a list influences on the use of time. Write an "X" in the blank before each item that has an influence on the use of time.

____ 1. Your nationality

____ 2. Your ability to plan, organize, and perform a task

May be photocopied for student use.

____ 3. Your responsibilities in life

____ 4. Your state government

____ 5. Your goals, values, and standards

OBJECTIVE 3

State ways to manage time efficiently. State six ways to manage time efficiently.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

OBJECTIVE 4

Identify behaviors that waste time. Identify seven behaviors that waste time.

Time Waster	Possible Cause	Possible Way to Prevent
1. _____	Failure to see the benefit of organization	Recognize that planning takes time but saves time in the end.
	Making work expand to fit the time available	Emphasize results, not activity.
	Success without planning	Recognize that success is often in spite of, not because of, methods.
2. _____	Lack of confidence in the facts or own ability	Improve fact-finding and validating procedures.
	Lack of a rational decision-making process	Get facts, set goals, investigate alternatives and negative consequences, make the decision, and implement it.
	Failure to see the value in action	Clarify your expectations; set goals.
	Fear of not being perfect	Acknowledge that doing your best is all that is required.

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Time Waster	Possible Cause	Possible Way to Prevent
3. _____	Impatience with detail	Take time to get it right; save the time of doing it over.
	Unrealistic time estimates	Allow more time; allow for interruptions.
	Responding to the urgent	Distinguish between the urgent and the important.
	Lack of planning ahead	Take time to plan; it repays itself many times over.
	Attempting too much in too little time	Attempt less.
4. _____	Knowledge explosion	Read selectively; learn speed reading.
5. _____	Lack of priorities	Set and concentrate on goals.
6. _____	Lack of goals and objectives	Write down goals and objectives.
		Discuss priorities with parents, teachers, friends, counselors.
7. _____	Broad interests	Say no.
	Confusion in priorities	Put first things first.
	Failure to set priorities	Develop a personal philosophy of time; relate priorities to a schedule of events.

OBJECTIVE 5 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 6 **Evaluated on Assignment Sheet 2.**

May be photocopied for student use.

OBJECTIVE 7

Select from a list ways to overcome procrastination. Write an "X" in the blank before each correct answer.

____ 1. Reduce the amount of time it takes to accomplish a task.

____ 2. Offer yourself an incentive.

____ 3. Work without a plan of action.

____ 4. Decide when you are the most productive.

____ 5. Wait until several jobs have to be done.

____ 6. Plan to work at the time of least fatigue.

OBJECTIVE 8

Evaluated on Assignment Sheets 3 and 4.

OBJECTIVE 9

Evaluated on Assignment Sheet 5.

OBJECTIVE 10

State how a written time plan helps in time management. State four ways in which a written time plan helps in time management.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

May be photocopied for student use.

OBJECTIVE 11

Select from a list guidelines for developing a written time plan. Write an "X" in the blank before each correct answer.

____ 1. Include only the time that you are at work in the plan.

____ 2. Keep the plan simple.

____ 3. Make the plan workable.

____ 4. Divide the plan into five-minute parts.

____ 5. Keep the plan flexible.

____ 6. Make the plan complete.

OBJECTIVE 12

Evaluated on Assignment Sheet 6.

May be photocopied for student use.

ASSIGNMENT SHEETS

OBJECTIVE 5

Assignment Sheet 1

Evaluated to the satisfaction of the instructor

OBJECTIVE 6

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

OBJECTIVE 8

Assignment Sheets 3 and 4

Evaluated to the satisfaction of the instructor

OBJECTIVE 9

Assignment Sheet 5

Evaluated to the satisfaction of the instructor

OBJECTIVE 12

Assignment Sheet 6

Evaluated to the satisfaction of the instructor

WRITTEN TEST

OBJECTIVE 1

1. I
2. C
3. B
4. D
5. G
6. E
7. H
8. F
9. A

OBJECTIVE 2

2, 3, 5

OBJECTIVE 3

Answers should include any six of the following, in any order:

- Establish goals.
- Determine priorities.
- Make a realistic time plan.
- Be decisive.
- Eliminate unnecessary jobs.
- Delegate responsibilities.
- Dovetail tasks.
- Work faster.
- Eliminate procrastination.
- Develop habits that save time.
- Evaluate your use of time regularly.

OBJECTIVE 4

1. Disorganization
2. Indecision/Inertia
3. Haste
4. Paperwork and reading
5. Routine and trivia
6. Lack of priorities
7. Overcommitment

OBJECTIVE 5

Evaluated on Assignment Sheet 1.

OBJECTIVE 6

Evaluated on Assignment Sheet 2.

OBJECTIVE 7

1, 2, 4, 6

OBJECTIVE 8

Evaluated on Assignment Sheets 3 and 4.

OBJECTIVE 9

Evaluated on Assignment Sheet 5.

OBJECTIVE 10

Description should include the following, in any order:

- Serves as a guide while time and activities move along
- Shows the relationships between activities
- Promotes thinking through each step
- Provides a basis for judging accomplishment of goals and for future planning

OBJECTIVE 11

2, 3, 5, 6

OBJECTIVE 12

Evaluated on Assignment Sheet 6.

OBJECTIVE SHEET

EFFECTIVE LEARNING TECHNIQUES 2

INTRODUCTION

Learning never ends. Whether at work or in class, all people are constantly learning. If you develop efficient and effective techniques for learning, you will acquire more knowledge than those who have not learned how to learn. As a result, you will attain your goals more easily and quickly. Specific skills and techniques can be learned to help increase the ease, rate, and accuracy of acquiring knowledge.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with learning skills to their correct definitions.
2. Evaluate personal learning techniques. (Assignment Sheet 1)
3. State techniques for classroom learning.
4. Match techniques for remembering to their correct descriptions.
5. Use techniques for remembering. (Assignment Sheet 2)
6. State techniques for taking notes in class.
7. Take notes on a class lecture. (Assignment Sheet 3)
8. Arrange in order steps for using a reading system.
9. Complete a reading assignment using a reading system. (Assignment Sheet 4)
10. Select from a list techniques for developing successful study habits.
11. Describe the process of surveying a textbook.

12. Select from a list guidelines for reading a textbook.

13. Arrange in order steps to follow when researching materials.

14. Use library skills to research a topic. (Assignment Sheet 5)

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions, and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

  ☛ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with learning skills to their correct definitions.

- Use Information Sheet, objective 1 to discuss terms and definitions associated with learning.
- Stress the difference between learning and remembering.
- Provide an example of a key idea from material you have covered previously.

Objective 2: Evaluate learning techniques. (Assignment Sheet 1)

- Remind the students that their "job" right now is to study and learn.

- As with any job, mastering certain skills and techniques, or "tricks of the trade," will help them work faster and easier and do a better job.

- Have students complete Assignment Sheet 1.

  ☞ **NOTE:** Assignment Sheet 1 may be photocopied and used again at the end of the unit as a measure of changes in students' attitudes and learning techniques. Comparison of their scores before studying the unit material to their scores after they have applied the techniques in the unit will help them understand that they can learn to learn. Discuss to what extent their study habits and attitudes about learning changed during or as a result of the unit.

- Emphasize that, whatever their abilities are today, using the learning skills presented in this unit can improve their performance. Each student can "learn to learn."

- Share with the students your own experiences in developing learning skills when you were in school.

Objective 3: State techniques for classroom learning.

- Use Information Sheet, objective 3 to discuss effective techniques for classroom learning.

- Discuss the characteristics of a "good" student and a "poor" one.

- Compare how your former successful and unsuccessful students have approached classroom learning.

Objective 4: Match techniques for remembering to their correct descriptions.

- Use Information Sheet, objective 4 to present techniques for remembering.

- Point out that the students already use these techniques every day to remember phone numbers, names, and facts.

- Use the transparency to demonstrate making a diagram. Point out time-based groupings, use of own words, visualization, counting, and the acronym.

Objective 5: Use techniques for remembering. (Assignment Sheet 2)

- Have the students complete Assignment Sheet 2.

Objective 6: State techniques for taking notes in class.

- Ask the students what problems they have taking notes, and discuss ways to solve those problems using the techniques in Information Sheet, objective 6.

- Demonstrate different organizational patterns using information from your subject area.

Objective 7: Take notes on a class lecture. (Assignment Sheet 3)

- Have the students complete Assignment Sheet 3 as you present the lecture provided in the Supplement. Read through the instructions and the lecture before using the exercise.

- Give students a self-check "test" on the lecture later in the week to prove that taking notes helps retention.

Objective 8: Arrange in order steps for using a reading system.

- Introduce systematic reading using Information Sheet, objective 8.

- Point out to the students that a reading system will enable them to spend less time reading and remember more than the way they are reading now without a system.

- Ask the students what systems they have learned or invented in other activities to make better use of their time and energy, i.e., morning rituals, washing dishes, organizing desk, etc.

Objective 9: Complete a reading assignment using a reading system. (Assignment Sheet 4)

- Have the students complete Assignment Sheet 4 using a reading assignment from their regular textbooks. Since the system requires the students to talk aloud, you may want to make this a homework assignment.

Objective 10: Select from a list techniques for developing successful study habits.

- Use Information Sheet, objective 10 to emphasize the importance of developing good, solid study habits.

- Have the students make out a schedule or daily plan and reserve specific times for study. Remind them to allow time for relaxation.

- Have the students discuss what supplies and materials they need for studying. Write a list on the board so the students can note additional "tools" that they could use.

- Suggest that the students look over their notes from the lecture on learning skills.

Objective 11: Describe the process of surveying a textbook.

- Discuss the process of surveying a textbook using Information Sheet, objective 11.

- Survey a textbook before class. List items that you feel are important to survey. Divide the class into groups. Provide each group with several copies of the textbook to survey. Ask the students for their findings and write their answers on the board. Supply any points which they overlooked.

- Ask the students which format features they found most helpful.

Objective 12: Select from a list guidelines for reading a textbook.

- Use Information Sheet, objective 12 to cover guidelines for reading a textbook.

Objective 13: Arrange in order steps to follow when researching materials.

- Use Information Sheet, objective 13 to discuss the steps in researching materials.

- Provide a sample subject to research. Write on the board student's suggestions for topics which might be included in the subject.

- Continue by writing on the board sources which might contain useful information.

- Using a sample entry from the *Readers' Guide to Periodical Literature*, explain how to locate magazine articles.

- Provide a brief photocopied article. Have the students write down in outline form the information most pertinent to the topic. Remind them to include sufficient information to identify the source. Through discussion of their work, create a list on the board.

- Have a student volunteer convert the information to a paragraph which can be written on the board or read to the class.

Objective 14: Use library skills to research a topic. (Assignment Sheet 5)

- Set aside a day to visit the school or local library so that the students can complete Assignment Sheet 5.

- Ask your local librarian or media resources specialist to demonstrate on-line searches and retrievals.

EVALUATION

Pretest

- Give the Written Test as a pretest.

- Determine individual study requirements from pretest results.

- Counsel students individually on pretest results and study requirements.

- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.

- Reteach and reevaluate if necessary.

- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- Give the Written Test.

  ☞ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Bautista, Veltisezar B. *Improve Your Grades: Effective study and test-taking techniques not taught in school.* Farmington Hills, MI: Bookhaus Publications, 1988.
- Benne, Bart L. *Waspleg and Other Mnemonics.* Dallas, TX: Taylor Publishing Company, 1988.
- Colligan, Louise and Doug. *Scholastic's A + Guide to Good Grades.* New York: Scholastic Inc., 1979.
- Greene, Lawrence J., and Leigh Jones-Bamman. *Getting Smarter: Simple strategies for better grades.* Belmont, CA: Fearon/Janus, 1985.
- Kesselman-Turkel, Judi and Franklynn Peterson. *Study Smarts: How to Learn More in Less Time.* Chicago: Contemporary Books, Inc., 1981.

  ☞ **NOTE:** This short, easy-to-read booklet is an excellent resource for students who can use additional learning techniques and encouragement.

- Morgan, Clifford T., and James Deese. *How to Study.* (3rd Ed., Revised by James and Ellin K. Deese.). New York: McGraw Hill, 1979.
- Robinson, Adam. *What Smart Students Know: Maximum grades, optimum learning, minimum time.* New York: Crown Trade Paperbacks, 1993.

Electronic Media

☛ **NOTE:** The following videotape is available from Oklahoma State Audio Visual Center, Stillwater, OK 74078. To order, call: (405) 744-7212.

- *Tackling Textbooks*. VHS, 10 minutes, 1985. Catalog no. 167021. Developing Your Study Skills series. University of Western Ontario.

  ☛ **NOTE:** This videotape centers around a student who is having difficulty keeping up with the assigned reading. The "SQ4R" technique is presented as a means by which students can increase their speed, comprehension, and retention of course material.

INFORMATION SHEET

EFFECTIVE LEARNING TECHNIQUES 2

OBJECTIVE 1

Match terms associated with learning skills to their correct definitions.

- **key idea** — the main point or important information taken from reading or a lecture
- **mnemonic device** — a memory aid

  ☞ **NOTE:** Pronounced nee-**mon**-ik.

  EXAMPLE: The colors that make up white light are red, orange, yellow, green, blue, indigo and violet. A mnemonic device of the colors can be made by taking the first letter of each word in order:

  ROY G. BIV
- **learning** — gaining knowledge, understanding, or skill by study, instruction, or experience
- **remembering** — putting facts and ideas into long-term storage in the memory and being able to recall them on demand
- **survey** — to examine in a general way; to get an overview
- **technique** — a method or procedure used to develop a skill

OBJECTIVE 2

Complete Assignment Sheet 1.

OBJECTIVE 3

State techniques for classroom learning.

- Develop a positive, "can-do" attitude.

  ☞ **NOTE:** If you take an active, aggressive interest in *learning* and if you treat it as your current job, you will succeed. Like any other job, studying can be interesting and challenging if you approach it with enthusiasm.
- Attend all classes.

- Be on time.

  ☛ **NOTE:** It's a good idea to arrive early and stay late to preview, ask questions, talk with other students, and listen to others' questions and discussions with the teacher.

- Sit where you can see and hear and can be seen and heard.

- Read and complete assignments.

- Preview the day's assignment before class.

  ☛ **NOTE:** Ten minutes of preview time saves up to an hour of review time.

- Come to class prepared to discuss and ask questions.

- Take careful, readable notes.

  ☛ **NOTE:** See objective 6: State techniques for taking notes in class.

- Listen with your full attention.

  ☛ **NOTE:** Leave personal problems outside the door. Listening is one of the most important parts of your job as a learner.

- Ask questions when you don't understand.

  ☛ **NOTE:** Don't be shy or afraid to ask. Your success depends on your learning. If you don't understand the answer you get, ask the question another way, and keep trying until you find out what you want to know.

- Review information as soon as possible after class.

- Get to know some other serious students.

  ☛ **NOTE:** Exchange phone numbers with at least one good student in each of your classes.

OBJECTIVE 4

Match techniques for remembering to their correct descriptions.

- **associate** — Connect new information to something you already know.

  ☛ **NOTE:** Association is the most effective memory tool because it is built on your own experience.

A Diagram of Key Ideas

OVERALL

1. Keep a good attitude	2. Be on time	3. Go to all classes
BEFORE CLASS	DURING CLASS	AFTER CLASS
1. Read assignment	1. Listen	1. Review information
2. Preview	2. Ask questions	2. Get friend's phone number
3. Come prepared to work	3. Sit up front	
	4. Take good notes	
	(First letters spell LAST)	12 items

EXAMPLE: Stalactites are icicle-shaped deposits of carbonate of lime hanging from the roof of a cave. Stalagmites are cone-shaped deposits of carbonate of lime extending vertically from the floor of a cave.

- Associate "carbonate of lime" with a bottle of carbonated lime drink or with lime-green carbon paper.
- Associate letters in the words with the location of the formation: Stalactites hang from the ceiling and there is a "c" in stala**c**tite and in **c**eiling; the "g" in stala**g**mite reminds you that it is on the **g**round.
- Remember that stalactites "hang tight" to the ceiling.

- **count** — Learn the number of items involved.

  ☛ **NOTE:** If you learn that *five* techniques can be used for remembering and you can recall only *four*, then you know one is missing.

- **sound out** — Make an image with sound.

  EXAMPLE:

  - **rhyme** — In fourteen hundred ninety-two, Columbus sailed the ocean blue.
  - **rhythm** — Miss-iss-ippi
  - **rhythm** —

    Associate to make it mine;
    Sound out a clever rhyme;
    Count to get the right amount.

  - Use key words in a nonsense sentence you can remember — *Count* Dracula *associates* only with ladies he can *sound out* in three bites.

- **shorten** — Take parts of the material, such as key words or the first letters of the items in a list, and arrange them into your own pattern or mnemonic device.

  ☛ **NOTE:** The mind, eye, and muscles remember shorter items better than longer items.

  EXAMPLE: Take the first letter of each word and make it into a new word that you can remember (called an "acronym" [**ak**-ro-nim]):

  SCAVS: Sound out, **C**ount, **A**ssociate, **V**isualize, **S**horten

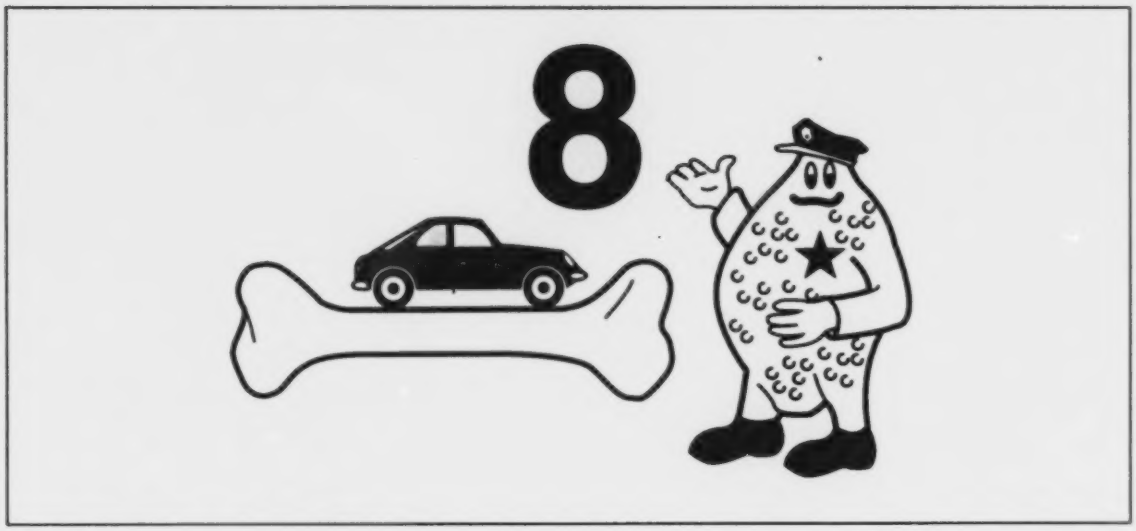
- **visualize** — Make a mental picture.

  ☛ **NOTE:** The picture may or may not be logical. Some memory specialists suggest that the more farfetched a picture is, the more likely you are to remember it.

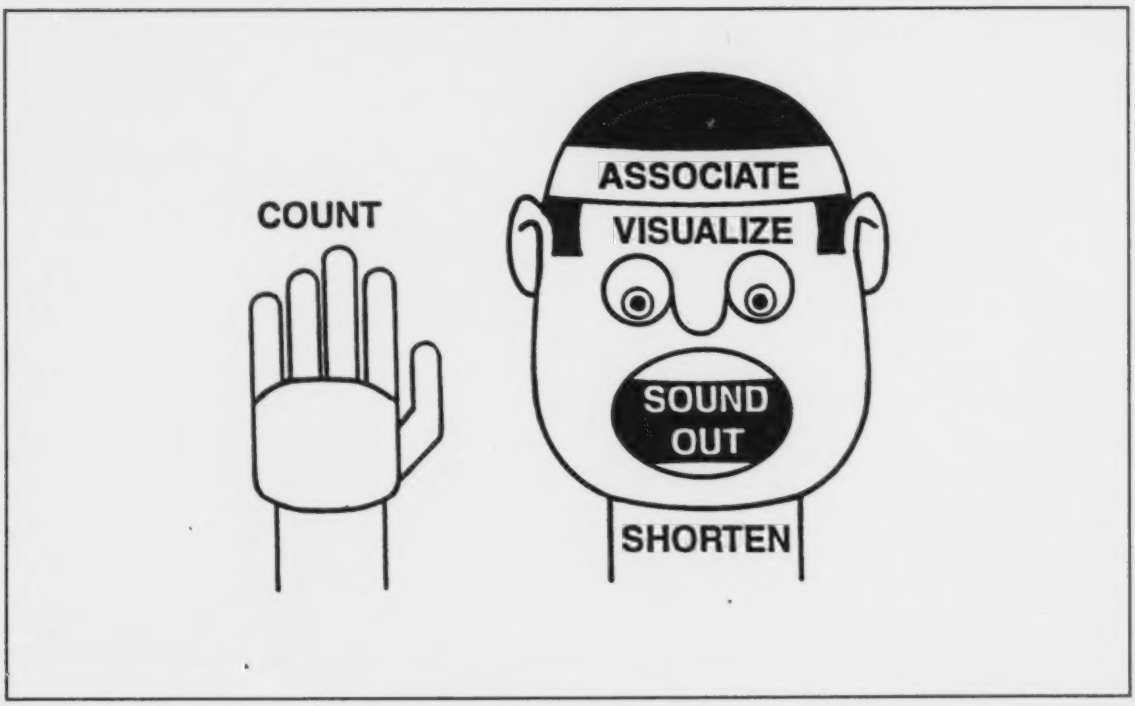
  EXAMPLE:

  - Visualize a stalactite as a pair of tights hanging from the roof and "see" a stalagmite as rising up from the floor and covered with little bugs (mites).

- Visualize "carbonate of lime" — a car driving over a bone with an "8" and a lime dressed as a traffic cop.



- Visualize a piece of coal (carbon) eating a lime.
- Place or locate information in a picture that you can remember (This is called "loci [**lo**-si] strategy." The example below uses the techniques for remembering):



OBJECTIVE 5

Complete Assignment Sheet 2.

OBJECTIVE 6

State techniques for taking notes in class.

☛ **NOTE:** Notes on class lectures help you remember and understand. The very act of taking the notes means you are actively involved in the learning process.

- Be ready with your paper and pen before the class starts.
- Use looseleaf paper and write on only one side.

  ☛ **NOTE:** This may seem wasteful, but it will allow you to arrange your notes in an order that makes more sense to you later. Some experts recommend that you write in a column half the width of the paper so you can add notes and comments from your reading or personal experience.

- Write down the key ideas only.

  ☛ **NOTE:** Your purpose is to understand the main ideas. Spend your notetaking time wisely. Keep notes brief. Your teacher will usually provide several examples to demonstrate a major point, but a single example should jog your memory.

- Listen and watch for behaviors that signal the key ideas.

  EXAMPLE:

  - Body language or vocal cues that point up the important information:
    - Pointing a finger or making a fist
    - Moving forward, leaning forward, or standing up straighter
    - Large gestures
    - Changes in the tone of voice
    - Pauses
  - "Warning words" that come before important information:
    - "First, . . . second, . . . third"
    - "The basic idea is . . . "

- "Something you want to remember . . . "
- "The reason it works this way is . . . "
- "Note that . . . "

- Pay close attention to opening and closing remarks.

  EXAMPLE:

  "The purpose of today's lecture is . . . " "In conclusion . . . "
  "Today we are going to cover . . . " "To review . . . "
  "Yesterday we talked about . . . " "Going back over . . . "

- Write down any idea the teacher repeats.

- Copy diagrams, charts, and graphs from the board.

- Develop a shorthand form of writing that works for you.

  ☑ **NOTE:** Restate the idea in your own words when you can.

  EXAMPLE: Dvlp a shrthnd tht wrks 4 u.

- Organize your notes in a pattern that makes sense to you.

  ☑ **NOTE:** Organizing notes gives you an overview of the information and reinforces your understanding and remembering.

  EXAMPLE:

  - Outline form
  - According to the history of the subject
  - Spatial or geographical form—by location
  - Alphabetical order
  - In series—first, second, third steps
  - In categories—all information related to a subject or process

OBJECTIVE 7

Complete Assignment Sheet 3.

OBJECTIVE 8

Arrange in order steps for using a reading system.

☛ **NOTE:** Several good systems help you cut reading time while you increase your understanding. They all include the same basic steps: PQRST—preview, question, read, state, test; SQ3R—survey, question, read, recite, review; and OK4R—overview, key ideas, read, write, relate, review. Any system will work if you stay with it, and you will get better with practice.

1. Survey the whole chapter or unit.

   ☛ **NOTE:** Read the title, the section headings, everything in **bold print** and *italics*, look at lists, pictures, graphs, and tables. Important ideas may be marked with bullets [•], arrows, stars, or different colored ink. Read the questions at the end of the chapter. When you are finished, you will have a good overview of the chapter.

2. Read quickly until you are full of information; then stop.

   ☛ **NOTE:** You may read the entire assignment or just one page, or maybe even one paragraph. As you read, underline major ideas and answer questions at the end of the chapter. If you don't understand something, look it up or ask. When you feel "full of information," STOP, and go on to the next step.

3. Write down the key ideas immediately.

   ☛ **NOTE:** Put down the book and for the first minute—60 seconds—after you stop reading, write down the major points in a few words or sentences. The act of writing from your own thoughts fixes the information in your mind better than if you had copied it. Take another few minutes to survey again, making sure you got all the key ideas and got them right.

4. Say the key ideas or key words out loud.

   ☛ **NOTE:** Use your own words. Saying the ideas and hearing yourself helps you form associations. This step tells you that you can go to new material or that you should re-read the section.

5. Record it in your mind.

   ☛ **NOTE:** Put the information on your mental "tape machine" by connecting it with something you already know. Draw, diagram, make mnemonic devices, or use other techniques for remembering; find a logical system for relating the ideas.

6. Review later, on a regular schedule.

☛ **NOTE:** The actual amount of review you need depends on the type of material and on your own learning rate. The more memorization a course requires, the more time you will spend reviewing. According to experts on learning, most people will benefit from this schedule:

1st review: 5-10 minutes after learning
2nd: later the same day
3rd: a week later
4th: a month later
5th: just before the exam

7. Discuss with others.

☛ **NOTE:** Going over the material with other students is an excellent way to review because you are reading, listening, and talking about the subject. Also, you will be sure your information is complete and correct.

OBJECTIVE 9

Complete Assignment Sheet 4.

OBJECTIVE 10

Select from a list techniques for developing successful study habits.

- Schedule a regular, uninterrupted time for studying.
- Work in a quiet, well-lighted, well-ventilated area.

☛ **NOTE:** Study, as a habit, in the same place at the same times. You will train your mind to concentrate as soon as you enter the study area.

- Have on hand all the tools you need to work effectively.

EXAMPLE: Paper, pencils, rulers, dictionary, calculator

- Focus your attention on your work.

☛ **NOTE:** Leave personal problems outside your study area; work in silence rather than with music or TV; close your mind and ears to outside noises. Snack either before you begin to study or on a planned break.

- Stop studying when you get tired or begin making mistakes.
- Study for short periods and take breaks.

  ☞ **NOTE:** You will learn more in four one-hour sessions spread over four days than in a single six-hour session. Fifty minutes is the most time that an average person can study effectively.

- Get or make a course outline and always look for the overall view of the material.

  ☞ **NOTE:** If you know where you are, where you are going, and what's expected of you, your work will be much easier.

OBJECTIVE 11

Describe the process of surveying a textbook.

- Begin surveying by looking through the book from front to back.
- Read the preface to see what the author wanted to accomplish with the book.
- Look through the table of contents to see what you will be studying.
- Look at the pictures.
- Notice the type of format the book uses.

  EXAMPLE: Outline, narrative, case studies, questions

- Survey one chapter to see how the author organizes his or her material.

OBJECTIVE 12

Select from a list guidelines for reading a textbook.

- Survey the material to be read.
- Do not read to be reading; read to understand the information.
- Read for the main ideas and important details.

☛ **NOTE:** Do not underline when you are skimming over the unit, but when you are looking for the most important ideas. Underline after you have read several paragraphs under one heading so that you will know you have the most important information.

- Concentrate on the subject matter.
- Read everything, including the charts, tables, footnotes, and graphs.

  ☛ **NOTE:** Try to read and understand each component of the book.

- Coordinate what you read with what you learn in the classroom; develop a system of taking lecture notes that can be used with notes taken from texts.
- Remember that information given is one author's point of view.

  ☛ **NOTE:** Become open minded; look at other texts written on the subject. Take into consideration the date the text was written. Learn to look at many sources.

- Ask the instructor for help if material is difficult for you to read.

  ☛ **NOTE:** Special courses and guides can help you read more effectively. Ask your English teacher, librarian, or media resources specialist.

- Remember that the reason you are reading is to gain knowledge.

OBJECTIVE 13

Arrange in order steps to follow when researching materials.

1. Write down all the topics that may be covered in the subject you are researching.

   EXAMPLE:

   - birth control—Look for history, types, controversial issues, new methods, disadvantages and advantages.
   - use of alcohol—Look for legal implications of use, studies of the effects, new research of the use, who uses alcohol and why, treatment approaches.

2. Use a library source that gives you information on where to find the topics you have listed.

   EXAMPLE: *Readers' Guide to Periodical Literature, Facts on File*, a good scientific encyclopedia index, or an electronic data base.

   ☞ **NOTE:** If you are looking for a certain time period, look under the dates that you need. If you know the author's name of a certain article, look under that listing. The name of the article will be listed if you already have that information and want to find the name of the periodical containing the material.

3. Read each article, and write down in outline form the information most pertinent to the topic.

   ☞ **NOTE:** Make sure you write down the source of information for reference.

4. Be able to summarize the information in a more formal way, depending on the use of the material.

   EXAMPLE: Formal report, oral presentation, personal use of material

OBJECTIVE 14

Complete Assignment Sheet 5.

A Diagram of Key Ideas

OVERALL

1. **Keep a good attitude.**

BEFORE CLASS

1. **Read assignment.**
2. **Preview.**
3. **Come prepared to work.**

2. **Be on time.**

DURING CLASS

1. **Listen.**
2. **Ask questions.**
3. **Sit up front.**
4. **Take good notes.**

(First letters spell LAST)

3. **Go to all classes.**

AFTER CLASS

1. **Review information.**
2. **Get friend's phone number.**

May be photocopied for student use.

TM

Instructions For "Take Notes On A Classroom Lecture"

TO THE INSTRUCTOR:

The purpose of the Assignment Sheet is to give the students an opportunity to take notes in a structured lecture situation.

A lecture on Learning Techniques is provided in this Supplement. It is in outline form with an introduction, main topics, subtopics, supporting material, transitions, internal summaries, and a conclusion. Behavioral cues for you to signal the key ideas are also provided. You may, however, want to use a lecture from your own subject area.

- If you present your own lecture, please include the following methods:
  - Announce the subject clearly as you begin the lecture—"Today we're going to discuss . . . "
  - State the number of main topics, and list them—"There are five reasons for . . . " "There are six steps in . . . "
  - Be alert to your own body language, and exaggerate your normal movements and gestures.
  - Stress the main points and the key ideas by one or more of the following methods:
    - repetition
    - vocal stress
    - Slow down or pause before and/or after each major point.
    - Use gestures such as pointing, hammering with the hand or fist.
    - Change your physical position, i.e., moving to the right or left of your lectern or desk, leaning forward, moving to the board.

- Signal the end of discussion on one main point and the beginning of the next point with a clear transition—"the second reason . . . " "After you have finished _____, the next step is to . . . ".

- Summarize the main points at the end and allow time for questions.

- Give the students time to clean up their notes and complete the Assignment Sheet.

- If you use the lecture on Learning Techniques, here are some suggestions to make the lecture more effective and more enjoyable for your students.

  - Read through the entire lecture. Your presentation will be more effective if you can talk to your students as you normally do rather than reading the lecture word for word.

  - Suggestions for behavioral signals to stress important points are written in **bold in the left margins**. These are meant to indicate the appropriate times for emphasis rather than to dictate specific gestures. You will be more comfortable and look more natural if you do what you usually do, and the suggestions are included only to give you options and new ideas.

  - As you go through the outline, think of examples and anecdotes from your own teaching and learning experience. Jot down a few key words to remind you. Good opportunities to insert your own material are **[typed in bold print and marked with brackets]**.

  - You may want to ask your students to respond and participate as you go through the lecture. This will not interfere with the learning objectives of the Assignment Sheet.

  - The lecture is designed to take from 10 to 15 minutes.

PROCEDURES

- Review Information Sheet, objective 6.

- Draw a sample outline which indicates the structure of a lecture. You can use examples from a previous class lecture in your subject area.

- Point out that the key ideas will occur in main topics and subtopics and that supporting material is given to help the students understand those ideas. Remind the students to focus on the key ideas and to keep their notes readable and brief.

- Ask for questions.

- When you are satisfied that the students are ready, begin the lecture.

Introduction

Very few people learn efficiently. Learning is a skill that must be learned just like any other skill. **[Use an example from your own subject area—"The first time you tried to _____, you were probably awkward or clumsy and didn't do very well, but after you practiced, it was easy."]** Learning to learn efficiently isn't hard, and you will get better with practice. Whatever your skill level is right now, using proven learning techniques will help you improve. You will learn easier and faster, you can learn more in less time, and you can improve your grades.

Today we're going to talk about three ways that you can improve your studying and your learning skills.

Main Topic
Lean forward Gesture

First is one of the most important factors in learning any skill—developing a positive "can-do" attitude.

We hear a lot about having a positive attitude. You know from your own experience that a positive attitude helps you succeed. When you like what you're doing, you have enthusiasm and energy, your excitement spreads to the people around you, and they are impressed with you because of your positive attitude.

Transition

Now, how does this apply to learning? To begin with . . .

Subtopic
Look at class Stress "want" with voice and gesture

- You have to want to learn in order to learn. **(Repeat)**

  - People who are highly motivated learn more—faster and easier. Think about when you learned to drive, about working at a hobby, how to put on make-up or tune an engine. **[Refer to students who have excelled in some area, and ask them about their experience: How did they get started? How did they learn what they wanted to know? Was it easy? Fun?]**

Transition

This brings us to another question about developing a positive attitude. Where does it come from?

Subtopic
Stress with a gesture

- **(Pause)** You have to create an interest in learning. **(Pause)**

  - Interest comes as a result of knowledge. The more you accomplish, the more you will want to accomplish.

- Education helps you live a better and happier life; it gives you confidence in your work and the money to have the things you want.

- There are no excuses for having a negative or uninterested attitude.

  You have to create an interest in learning.

  EXAMPLE: Some students say, "I'm dumb. I can't learn." "My teacher doesn't like me." "I'm no good with numbers." These excuses are just not true. A survey of high school graduates showed that when a student didn't like a certain subject and didn't do well in it, the reason was not because the student was "dumb." In most cases, the problems were caused by circumstances—such as changing schools and missing background information—or the teacher had in some way embarrassed the student who then developed a "block" against learning that subject.

Transition
Take 1 step to the side
Large gesture

Now, for the second major point: When you understand that a positive "can-do" attitude really can help you succeed and that you have to develop that attitude yourself, you are ready to go to work. What can you do to get a positive attitude?

Main Topic

Use techniques to keep yourself motivated.

[Use an example from your subject area to point out that when you are working on a project, you use certain tools and procedures, develop your own techniques, and use techniques that you discover to build a positive attitude.]

Subtopic
Look at class
Pause, hold up finger

- One, relate what you are learning to something that is important to you.

  - Identify the benefits that you want—a home and a family, the respect of other people, to have your own business, to help others, the pleasure from working with **[your subject area]**, material goods, travel. **[Share with students what motivated you to become a teacher.]**

Subtopic
Look at class
Hold up 2 fingers

- Two, become actively involved in learning.

  - The more you learn, the more you want to learn.

  - Think of learning as your "job" and work at it with the same enthusiasm and dedication that you would give to a good job.

- Seek out ways to encourage yourself. Ask where the information you are learning will fit into your future plan; reward yourself for your achievements; manufacture some reasons for studying and convince yourself that it's worth doing. **[Provide an example of how you have motivated yourself to do something you really weren't interested in.]**

Subtopic
Look at class
Hold up 3 fingers

- Three, set small, realistic goals for yourself.
  - When our goals are too high, we usually give up after the first setback. If you have trouble studying for an hour, set your goal for 20 minutes of concentrated attention; if you have been getting Ds, it's enough to raise your grades to Cs or maybe Bs. It's unrealistic to expect all As in one semester.
  - On the other hand, if our goals are too low, we know we have cheated ourselves and don't respect our accomplishments.

Subtopic
Look at class
Hold up 4 fingers

- If you are having trouble getting interested, a fourth technique is to invent ways to encourage yourself to learn.
  - Find an easier book on the same subject or a book about a famous person who succeeded at what you are learning. Find someone who is interested in your subject and can talk with you about it. Your teachers can help you with these resources, and they will be impressed that you have shown so much interest.
  - Talk with good students in your classes, and let their enthusiasm inspire you.
  - Take yourself on field trips. **[Suggest possibilities in your own subject area.]**

Review important ideas
Pause, gesture on "remember"
Point and jab

Remember—to acquire skills for learning quickly, easily, and effectively you have to develop an active interest in learning, and only you can create that interest.

Transition
Walk a few steps

This brings us to our last important point. While building a positive attitude is a self-improvement project that takes more than a few days to complete, there is one learning technique that will start working for you the very first day.

Main Topic
Stop
Look at class

Make study a habit, not a random activity.

Compare people who lay out the next day's clothes the night before with people who scramble to find something to wear half an hour before they have to leave. **[Discuss habits that apply to your subject area, i.e., keeping tools in good working order.]**

Make studying a habit. The more you do it, the better you do it. Just as in athletics or playing a game, the more you practice and play, the more successful you become. With practice, any task gets easier, faster, and more enjoyable.

Transition

What can you do to make studying a good habit? The first and most important thing is to . . .

Subtopic
Walk to board
Write "Schedule times to study"

- *Schedule regular times to study and stick to your schedule.*
  - Pick a time when you won't be interrupted. Discourage other people from interrupting you during your study periods. Tell phone callers you will call back after your study period.
  - Schedule your study hours for the times when you are fully awake and alert. Studies show that, for most people, studying during daytime hours is most effective: each hour used for study during the day is worth one and a half hours of study time at night.
  - Remember this: schedule regular times to study, and stick to your schedule.

Subtopic
Walk to board
Write "Make a place to study"

- Second, *have a regular study area.*
  - We come to associate a space with the activities and feelings that happen there—you will become "programmed" for studying in your study area. When you get there, your mind is already beginning to go to work.
  - Pick a place where you are comfortable and where you *like* to work: at a certain table in the library, at a desk or kitchen table, in a comfortable chair. Some people study better lying on the floor or, like Mark Twain, sitting in bed.
  - Have everything you need close by. **[Ask students to name "tools"—pencils, paper, light, etc.]**

Subtopic

Walk to board, write "Review regularly"

Return to your position and resume lecture

- Third, *review your material on a regular schedule.*
  - Studies in remembering show that we forget 25 percent of what we learn on the day we learn it. After the first day, forgetting continues, but at a much slower rate. To review, especially on that first day, keeps the information in your mind.
  - The best schedule is to review new information 5-10 minutes after you learn it, and again later that day.
  - Schedule yourself to review a week later, and **write it on your calendar**.
  - The third review should take place three to four weeks later.
  - The last review should be just before the test.
  - This information is in your Information Sheet, objective 8.

Review

Go to board

Pause, walk back to place

We know that studying as a good habit instead of a random activity can help you increase your learning skills.

Let's review the techniques. First, you should schedule regular times to study. Second, always study in the same place. And finally, review on a regular schedule.

Conclusion

Count off each point

Let's summarize what we've covered before you go to work on your Assignment Sheets. We discussed how important it is to develop a positive "can-do" attitude and pointed out that you have to *want* to learn in order to learn. We talked about the fact that you have to find ways to motive yourself. Then we went over some techniques you can use to keep yourself motivated to learn. At the end you heard about techniques for making studying a habit.

Now, what questions or comments do you have?

You may work on Part 2 of your Assignment Sheets.

ASSIGNMENT SHEET 1

EFFECTIVE LEARNING TECHNIQUES 2

Name _____ Score _____

OBJECTIVE 2

Evaluate learning techniques.

INTRODUCTION

A survey of your learning techniques will help you determine areas in which you have developed effective practices and areas in which you have ineffective ones. You can then determine which techniques you need to practice to strengthen your weak areas.

INSTRUCTIONS

This Assignment Sheet has no right or wrong answers. It is to be used to evaluate your current learning techniques and assist you in studying more effectively.

Language
- State ideas clearly

Cognitive Activities
- Collect/record information
- Identify critical elements/issues
- Draw conclusions

		Yes	No
1.	Is your notebook standard size (8½ x 11) with looseleaf paper?	____	____
2.	Do you keep the notes for one course separated from the notes for other courses?	____	____
3.	Do you take notes in shorthand or use other abbreviations?	____	____
4.	Do you use brief phrases rather than complete sentences for notes?	____	____
5.	Do you spend a great deal of time sorting papers before beginning to study?	____	____
6.	Do you use notes in studying for an examination?	____	____
7.	Do you review notes of the previous class before studying the assigned lesson?	____	____

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		Yes	No
8.	Do you recopy notes taken in class so that the notebook will be neat?	____	____
9.	Do you usually participate in class discussion?	____	____
10.	Do you volunteer to answer questions in class?	____	____
11.	Do you ask questions in class if you do not understand a point made in the lecture?	____	____
12.	Are you frequently late to class?	____	____
13.	Do you frequently read your mail during class?	____	____
14.	Are you frequently inattentive in class?	____	____
15.	Do you sometimes write letters during a lecture hour?	____	____
16.	Do you close your notebook, stack books, and get ready to leave before the bell rings for the end of class?	____	____
17.	Do you take all permissible "cuts" from class?	____	____
18.	Do you turn in written assignments after the date due?	____	____
19.	Do you frequently whisper to your neighbors during class?	____	____
20.	If you receive a failing grade on a test, do you discuss it with your teacher?	____	____
21.	Do you spend more time on subjects you like than on subjects you dislike?	____	____
22.	Do you close the window and door in your room while studying?	____	____

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		Yes	No
23.	Do you study with the radio turned on?	____	____
24.	Do you have adequate light for study?	____	____
25.	Do you make an effort to reduce environmental distractions?	____	____
26.	Do you study while reclining on the bed or in an easy chair?	____	____
27.	Do you usually enjoy attending classes?	____	____
28.	Do you have any articles on your desk that distract you while you are studying?	____	____
29.	Can you get more done if you study in the library?	____	____
30.	Do you frequently allow personal problems to interfere with your effort to study?	____	____
31.	Are you familiar with the *Readers' Guide to Periodical Literature*?	____	____
32.	Do you understand the card catalog system used in your library?	____	____
33.	Do you resent having your class or clinical laboratory work criticized?	____	____
34.	Do you seek help without being told you need it?	____	____
35.	Do you usually go to bed not later than 11 p.m.?	____	____
36.	Do you plan time for outdoor exercise every day?	____	____
37.	Do you usually get up early enough to allow time for breakfast?	____	____
38.	Do you find you daydream when you should be studying?	____	____

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		Yes	No
39.	Have you ever planned a schedule of activities for a day?	____	____
40.	If you plan for study and work, do you follow such a daily plan?	____	____
41.	Do you sometimes study early in the morning?	____	____
42.	Do you always study at night?	____	____
43.	Do you sometimes study in a free hour between classes?	____	____
44.	Are you able to recognize the important points in an assigned lesson?	____	____
45.	Do you study charts, diagrams, and other illustrations in the lesson?	____	____
46.	Do you use the numbered subpoints, topic headings, or other chapter breakdowns as guides to learning?	____	____
47.	Do you try to include in your notes the statements stressed in the lecture?	____	____
48.	Do you often argue with a teacher about examination questions marked wrong?	____	____
49.	Do you feel that your teacher grades unfairly?	____	____
50.	Do you often feel you know the lesson, then fail a quiz given in class?	____	____
51.	Do you usually read the lesson hurriedly, then read again for detail?	____	____
52.	Do you read the listing of topical outlines before reading the chapter?	____	____
53.	Do you turn topical headings into questions for study?	____	____

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		Yes	No
54.	Do you underline as a means of studying a lesson?	____	____
55.	Do you take brief, meaningful notes while studying?	____	____
56.	Do you study with intent to remember material studied?	____	____
57.	Is your handwriting illegible so that notes are impossible to read?	____	____
58.	Do you review the previous lesson before studying the assigned one?	____	____
59.	Is more emphasis placed on passing the test than on learning the subject material?	____	____

Look at all the questions you answered, and decide what your strengths are. List them below.

_____

_____

_____

_____

Look at all the questions you answered, and decide what your weaknesses are. List them below.

_____

_____

_____

_____

_____

_____

_____

May be photocopied for student use.

List below ways you can improve your study skills and strengthen those weak areas.

_____

_____

_____

_____

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ASSIGNMENT SHEET 2

EFFECTIVE LEARNING TECHNIQUES 2

Name _____ Score _____

OBJECTIVE 5

Use techniques for remembering.

INTRODUCTION

Straight memorizing is the least effective way to remember. Information that is connected to something you know will stay with you much longer.

INSTRUCTIONS

Complete these exercises to help you learn and remember the information in objective 6 of the Information Sheet. Use this Assignment Sheet to review for the unit test.

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Cognitive Activities
- Transfer knowledge/ training to new situations
- Apply new technology

1. Counting

   a. How many items do you have to learn? _____

   b. Write down a key word for each item. _____

   _____

   _____

   c. Put the ideas in groups that make sense to you (no more than four groups).

   d. How many groups? _____ Write the number of items in each group next to the group.

e. Make up a way to remember the number of groups and the number in each group.

_____

_____

2. Association

Choose one group from question 1, and make up associations that you can remember.

_____

_____

_____

_____

3. Visualization

Choose a different group from question 1, and make up a visual image. Describe it or draw it. Key words _____

_____

4. Sounding out

Choose a group from question 1 (if you have more than two groups, choose one you haven't used), and make up a device to sound out the key words in the group.

Key words _____

Sound out _____

_____

_____

5. Shorten

   Take the key words from all items on the list, and make a mnemonic device.

   Key words _____

   _____

   _____

   Mnemonic device _____

   _____

6. Practice writing out techniques for taking notes in class.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

7. Do something else for ten minutes.

8. Write the techniques for taking notes as well as you can without looking at your notes.

   _____

   _____

   _____

_____

_____

_____

_____

_____

_____

_____

9. How many did you remember? _____ How many did you forget? _____

10. Write the items you didn't remember on the extra lines above.

11. Make visualization or association devices for these items. Write them down.

_____

_____

_____

_____

_____

12. Review the techniques in this exercise. Choose the ones that worked best for you, and use them to learn and remember the information in the Information Sheet, objective 3.

☞ **NOTE:** Work on objective 3 at another time. Similar subjects are easier to learn if they are studied in *different* study sessions.

ASSIGNMENT SHEET 3

EFFECTIVE LEARNING TECHNIQUES 2

Name _____ Score _____

OBJECTIVE 7

Take notes on a class lecture.

INTRODUCTION

Taking good notes helps you listen to, learn, and remember the information in the lecture. In a study on notetaking, half the students took notes on a class lecture and half didn't. When they took a test a *week later*, the students who took notes did much better than the students who only listened.

INSTRUCTIONS

Language
- State ideas clearly

Research
- Take notes

Listening
- Apply active listening skills
- Draw conclusions/make generalizations

Part 1

As your teacher covers today's material, listen for the key ideas. Write them down in note form:

1. Use your own words.
2. Keep your notes short; write key words, not sentences.
3. Use shorthand, but be sure you can read it.
4. Use the right-hand column to write down your own comments and questions, to relate the material to your own experience.
5. Watch for body language to signal important information.

Part 2

1. Read over your notes.

2. Make sure you can read them; if you have any questions, ask your teacher.

3. *Think* about the information. Relate it to something you have learned before or to your own experiences, and write yourself notes in the right-hand column.

4. Organize your notes into a pattern that makes sense to you, and write it out in the space below.

   ☛ **NOTE:** Writing is the most effective way to remember something. Use your mind and your muscles to work with the new information.

5. Review your notes one other time today.

ASSIGNMENT SHEET 4

EFFECTIVE LEARNING TECHNIQUES 2

Name _____ Score _____

OBJECTIVE 9

Complete a reading assignment using a reading system.

INTRODUCTION

Reading with a system can help you learn more in less time than reading from beginning to end as most people do. Taking good notes on your reading means that you do not have to reread the assignment in order to review and study for your test. Taking notes will help you remember what you read, but thinking about it and relating what you read to what you already know will ensure that you really *learn* what you have read.

INSTRUCTIONS

Reading Comprehension
- Gain factual information
- React to written material

Language
- State ideas clearly

Research
- Take notes
- Outline material

Part 1. Prepare to read your assignment.

1. Write down the reading assignment.
2. Review Information Sheet, objective 8 steps for using a reading system.
3. Have on hand all the tools you need.

   EXAMPLE: Your class notebook or looseleaf paper, pencils or pens, a clock or watch
4. Draw a line down a page of your notebook paper ½ to ¾ the width of the page.

Part 2

Follow the procedures below, and check off each step as you complete it. Answer questions where required.

☑ **NOTE:** These procedures have been tested and are proven to work. After you have used a system for several weeks, you will discover ways to adapt it to your own study habits. Your system will become a learning skill, and you will find that you are learning more in less time and with less effort.

1. Survey the whole chapter

   ____ A. Title

   ____ B. Section headings

   ____ C. Everything in a particular print style

   ____ D. Pictures, graphs, maps (read titles and all other information)

   ____ E. Questions at the end of the chapter

   F. In a few words, what is the overall purpose of the chapter?

   _____

   G. How does this chapter fit in with what you've studied thus far?

   _____

   _____

2. Read quickly until you are full of information, then stop.
3. Put down your book.
4. For one minute—60 seconds—write down the key ideas you missed.
5. Go over your reading again; then write down any ideas you missed.
6. Say the key ideas or key words out loud.
7. Use a technique for remembering to record the key ideas in your mind.
8. Use the right-hand column to note your associations, reactions, questions, and points that help you relate the reading to what you already know.
9. Repeat steps 2 through 8 until you have finished the assignment.

10. Organize your notes in some pattern, and write them in the space below.

11. Wait 5-10 minutes; then review your notes.

12. Review them later today.

ASSIGNMENT SHEET 5

EFFECTIVE LEARNING TECHNIQUES 2

Name _____ Score _____

OBJECTIVE 14

Use library skills to research a topic.

INTRODUCTION

Many times you will need to look up material relevant to a topic. This information will be needed to solve problems, answer questions, write reports, or for your own knowledge. In this unit you were given instructions on how to research materials. Using this information, research a topic given to you by your instructor. Respond to each part of this Assignment Sheet, using the information you gather. Use three different sources.

INSTRUCTIONS

Reading Comprehension
- Gain factual information
- Draw conclusions

Research and Reference
- Select useful resources
- Find materials in library

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Research
- Outline material

Part 1

Write down all related topics that might contain information you need.

_____

_____

_____

_____

_____

_____

_____

_____

Part 2

List the library resources from which you have taken information.

_____

_____

_____

Part 3

Write down the most pertinent information from each article. Using an outline form will help you determine the importance of each point.

Part 4

Summarize the information, writing down in paragraph form what you feel is most important.

WRITTEN TEST

EFFECTIVE LEARNING TECHNIQUES 2

Name _____ Score _____

OBJECTIVE 1

Match terms associated with learning skills to their correct definitions. Write the correct letters in the blanks.

A. remembering
B. key idea
C. technique
D. mnemonic device
E. learning
F. survey

____ 1. Examine in a general way; get an overview

____ 2. A memory aid

____ 3. A method or procedure used to develop a skill

____ 4. Gaining knowledge, understanding, or skill by study, instruction, or experience

____ 5. The main point or important information taken from reading or a lecture

____ 6. Putting facts and ideas into long-term storage in the memory and being able to recall them on demand

OBJECTIVE 2

Evaluated on Assignment Sheet 1.

OBJECTIVE 3

State techniques for classroom learning. State ten techniques for effective classroom learning.

- _____
- _____
- _____
- _____

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- _____
- _____
- _____
- _____
- _____
- _____

OBJECTIVE 4

Match techniques for remembering to their correct descriptions. Write the correct letters in the blanks.

A. sound out
B. visualize
C. count
D. associate
E. shorten

____ 1. Make a mental picture.

____ 2. Make an image with sound.

____ 3. Take parts of the material, such as key words or the first letters of the items in a list, and arrange them into your own pattern or mnemonic device.

____ 4. Connect new information to something you already know.

____ 5. Learn the number of items involved.

OBJECTIVE 5

Evaluated on Assignment Sheet 2.

OBJECTIVE 6

State techniques for taking notes in class. State five techniques for taking notes in class.

- _____
- _____
- _____

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- _____
- _____

OBJECTIVE 7

Evaluated on Assignment Sheet 3.

OBJECTIVE 8

Arrange in order steps for using a reading system. Write a "1" in the blank for the first step, a "2" for the second step, etc.

____ Say the key ideas or key words out loud.

____ Discuss with others.

____ Record it in your mind.

____ Review later, on a regular schedule.

____ Survey the whole chapter or unit.

____ Write down the key ideas immediately.

____ Read quickly until you are full of information, then stop.

OBJECTIVE 9

Evaluated on Assignment Sheet 4.

OBJECTIVE 10

Select from a list techniques for developing successful study habits. Write an "X" in the blank before each correct answer.

____ 1. Study for short periods and take breaks.

____ 2. Focus your attention on how quickly you can learn the material.

____ 3. Study with the TV or radio on to help focus your concentration.

____ 4. Study until you are tired enough to sleep well.

____ 5. Schedule your study time for four solid hours a night.

____ 6. Schedule a regular, uninterrupted time for studying.

____ 7. Use whatever learning techniques are easiest.

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____ 8. Read all assignments aloud.

____ 9. Have on hand the tools you need to work effectively.

____ 10. Work in a quiet, well-lit, well-ventilated area.

____ 11. Study through your lunch break so you will be alert and prepared for your afternoon classes.

____ 12. Get or make a course outline, and always look for the overall view of the material.

____ 13. Read and reread all material several times.

____ 14. Stop studying when you get tired or begin making mistakes.

____ 15. Focus your attention on your work.

OBJECTIVE 11

Describe the process of surveying a textbook.

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OBJECTIVE 12

Select from a list guidelines for reading a textbook. Mark an "X" by each correct answer.

____ 1. Underline all words.

____ 2. Rely on one source of information.

____ 3. Do not read to be reading; read to understand the information.

____ 4. Concentrate on the subject matter.

____ 5. Ask your instructor for help if the material is difficult for you to read.

____ 6. Get into a reclining position to read.

____ 7. Have snacks on hand to eat while studying.

____ 8. Read for main ideas and important details.

____ 9. Skip the summaries if you have already read the material.

OBJECTIVE 13

Arrange in order steps to follow when researching materials. Write a "1" in front of the first step, a "2" in front of the second, etc.

____ A. Read each article, and write down in outline form the information most pertinent to the topic.

____ B. Write down all topics that may be covered in the area that you are researching.

____ C. Be able to summarize the information in a more formal way, depending on the use of the material.

____ D. Use a library source that gives you information on where to find the topics you have listed.

OBJECTIVE 14

Evaluated on Assignment Sheet 5.

May be photocopied for student use.

ASSIGNMENT SHEETS

OBJECTIVE 2

Assignment Sheet 1

Evaluated to the satisfaction of the instructor

OBJECTIVE 5

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

OBJECTIVE 7

Assignment Sheet 3

Part 1 — Evaluated to the satisfaction of the instructor

1. Check to see that notes are short and focus on major ideas. Credit the use of key words; deduct for full sentences.

2. Notes should have at least these points, although the organization may differ:

   ☛ **NOTE:** If you use your own lecture, be sure you have a list of main and subtopics.

   I. Develop a positive "can-do" attitude.
      A. You have to want to learn in order to learn.
      B. You have to create an interest in learning.

   II. Use techniques to keep yourself motivated.
      A. Relate what you are learning to something important to you.
      B. Become actively involved in learning.
      C. Set small realistic goals.
      D. Invent ways to encourage yourself.

   III. Make study a habit.
      A. Schedule regular times to study.
      B. Have a regular study area.
      C. Review material on a regular schedule.

Part 2 — Evaluated to the satisfaction of the instructor

1. Check to see that student has organized notes and has written in the right-hand column.

2. Suggested scoring:

12 key ideas	4 points each	48
Notes are brief	8 points	8
Used key words	8 points	8
Readable notes	8 points	8
Organized notes	8 points	8
Related ideas	20 points	20
	Total	**100**

OBJECTIVE 9

Assignment Sheet 4

Evaluated to the satisfaction of the instructor

OBJECTIVE 14

Assignment Sheet 5

Evaluated to the satisfaction of the instructor

WRITTEN TEST

OBJECTIVE 1

1. F
2. D
3. C
4. E
5. B
6. A

OBJECTIVE 2

Evaluated on Assignment Sheet 1.

OBJECTIVE 3

Answers may include any ten of the following:

- Develop a positive "can-do" attitude.
- Attend all classes.
- Be on time.
- Sit where you can see and hear and be seen and heard.
- Read and complete assignments.
- Preview the day's assignment before class.
- Come to class prepared to discuss and ask questions.
- Take careful, readable notes.
- Listen with your full attention.

- Ask questions when you don't understand.
- Review information as soon as possible after class.
- Get to know some other serious students.

OBJECTIVE 4

1. B
2. A
3. E
4. D
5. C

OBJECTIVE 5

Evaluated on Assignment Sheet 2.

OBJECTIVE 6

Answers should include any seven of the following:

- Be ready with your paper and pen before class starts.
- Use looseleaf paper and write on only one side.
- Write down the key ideas only.
- Listen and watch for behaviors that signal key ideas.
- Pay close attention to opening and closing remarks.
- Write down any idea the teacher repeats.
- Copy diagrams, charts, and graphs from the board.
- Develop a shorthand form of writing that works for you.
- Organize your notes in a pattern that makes sense to you.

OBJECTIVE 7

Evaluated on Assignment Sheet 3.

OBJECTIVE 8

4, 7, 5, 6, 1, 3, 2

OBJECTIVE 9

Evaluated on Assignment Sheet 4.

OBJECTIVE 10

1, 6, 9, 10, 12, 14, 15

OBJECTIVE 11

Description should include all of the following, in any order:

- Begin survey by looking through book from front to back.
- Read the preface to see what the author wanted to accomplish with the book.
- Look through the table of contents to see what you will be studying.
- Look at the pictures.
- Notice the type of format the book uses.
- Survey one chapter to see how the author organizes his or her material.

OBJECTIVE 12

3, 4, 5, 8

OBJECTIVE 13

A. 3
B. 1
C. 4
D. 2

OBJECTIVE 14

Evaluated on Assignment Sheet 5.

OBJECTIVE SHEET

EFFECTIVE TEST TAKING 3

INTRODUCTION

You can relieve much of the stress you feel when examinations are scheduled if you learn and practice the specific techniques for effective test taking in this unit. Analyzing individual study skills will help you determine areas in which improvements can be made, and charting test performance will help you see the benefits of learning how to prepare for and take tests.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Select from a list techniques for preparing for a test.
2. Analyze personal techniques for preparing for and taking a test. (Assignment Sheet 1)
3. Chart test-taking track record. (Assignment Sheet 2)
4. State techniques for taking a test.
5. List effective strategies for answering different types of test questions. (Assignment Sheet 3)
6. List techniques for taking an essay test.

SUGGESTED ACTIVITIES	*EFFECTIVE TEST TAKING*	3

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

☛ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Select from a list techniques for preparing for a test.

- Share with your students some of the experiences you have had learning how your teachers stressed important information. Ask students how they know when you stress important information in a lecture, and elicit examples of other instructors' methods.
- Stress that studying many hours is not as important as getting the most out of study time. The three-hour block is the maximum limit for effective study periods. Fifty-minute sessions interrupted by 10 to 15 minutes of rest and recreation are optimum scheduling. Rest and recreation mean physical activity such as playing with pets or children or taking a bike ride to exercise tired muscles and relax the mind.

- Have the students discuss their own test preparation techniques. Try to bring out problem areas. The students might be surprised to hear they share similar fears and difficulties.

- Use Information Sheet, objective 1 to present effective techniques for preparing for a test.

- Show the students how to set up and use a study schedule.

- Stress that poor performance on a test does not necessarily imply ignorance. Point out that history is full of successful people who failed tests in their fields: Einstein flunked math, famous economist John Maynard Keynes failed university economics, and one of Harry Truman's teachers described him as "slow."

- Hand back the last test you gave, or ask the students to bring in the test. Discuss specific learning objectives you used for the test. Point out clues the test provides for content and format of future tests.

- Use the Transparency to stimulate interest. Compare the rut of using old, limiting habits with the potential of using proven techniques to gain confidence, skill, and better grades.

- Stress that cramming is a failure technique. Crammers get to the test nervous, exhausted, and in command of only a portion of the material they learned hours before. Material is semi-memorized and confused. Draw the analogy of an out-of-shape person frantically preparing for a tennis match—running, practicing backhands, studying videos—the day before the match. Just as the athlete who prepares daily by practicing and caring for his body and attitude improves his chance of winning a reward, so will the student have a better chance of earning a good grade if he/she consistently reviews and organizes, concentrates, studies at a reasonable pace, and arrives at the test confident and ready.

- Discuss the value of repeated review and its effect on long-term memory (see *Effective Learning Techniques*) and recall.

Objective 2: Analyze personal techniques for preparing for and taking a test. (Assignment Sheet 1)

- Have the students complete Assignment Sheet 1, Parts 1 and 2. Encourage them to be honest. No one is a perfect student; all learners can develop more effective test preparation and performance skills.

- Ask the students to compare their feelings when they are well prepared for a test to when they are not.

- Encourage the students to use Part 1 to locate help within this unit for specific test-taking problems.

- Inform the students that Part 2 will provide a baseline for charting their improvement over their next six tests, which they will record in Assignment Sheet 2.

- Emphasize that improvement will be a long-range effort. As they learn new techniques and apply them, they will see a steady improvement in confidence and test scores.

Objective 3: Chart test-taking track record. (Assignment Sheet 2)

- Introduce Assignment Sheet 2. Stress that it is an on-going activity and will take several weeks to complete. Urge the students to keep track of their progress and to compare later tests with earlier responses on Assignment Sheet 2. The value of this activity for the student is the evidence that improving test preparation and test-taking skills can result in improved grades.

Objective 4: State techniques for taking a test.

- Provide the students with sample copies of a test and the time limit allowed for completing it. Go through the test with the students. Show them how to develop a test-taking strategy by applying these specific techniques.

- Stress that students must have reasonable expectations. The techniques can help students who make Cs to make Bs; they cannot help students who make Ds to make As. All students who practice these techniques will find that taking tests is easier and that they will make fewer mistakes.

Objective 5: List effective strategies for answering different types of test questions. (Assignment Sheet 3)

- Use a previous test the students have taken in your class to discuss the chart on Assignment Sheet 3 giving test-taking tips. Help them identify actions they could have taken to arrive at correct answers.

- Either distribute a graded test the students have taken in your class or ask them to use a test from another class to complete Assignment Sheet 3, Parts 1 and 2.

- Ask for volunteers to share which types of questions they most often miss and the strategies they can use to prepare for and answer these. You may want to introduce this assignment by telling students what your answer to Part 2 would be.

Objective 6: List techniques for taking an essay test.

- Develop a broad essay question in your subject area. In class discussion, identify main points and supporting material and outline an acceptable answer. Then select a different point of view, identify main points and their support, and outline. Stress that more than one answer can be correct. Let students write practice essays following one of the outlines. Assist with critiques.

- Assign a TV news program for all students to watch and outline. Make a videotape of the program to replay in class. Go over main points in outline form. Develop an essay question about the program, and let students practice writing an answer. Read some answers aloud for the class to analyze and critique.

EVALUATION

Pretest

- Give the Written Test as a pretest.

- Determine individual study requirements from pretest results.

- Counsel students individually on pretest results and study requirements.

- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.

- Reteach and reevaluate if necessary.

- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- Give the Written Test.

  ☛ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Bautista, Veltisezar B. *Improve Your Grades: Effective study and test-taking techniques not taught in school.* Farmington Hills, MI: Bookhaus Publications, 1988.
- Colligan, Louise and Doug. *Scholastic's A+ Guide to Good Grades.* New York: Scholastic Inc., 1979.
- Greene, Lawrence J., and Leigh Jones-Bamman. *Getting Smarter: Simple strategies for better grades.* Belmont, CA: Fearon/Janus, 1985.
- Kesselman-Turkel, Judi, and Franklynn Peterson. *Test-taking Strategies.* Chicago: Contemporary Books, 1981.
- —. *Study Smarts: How to Learn More in Less Time.* Chicago: Contemporary Books, Inc., 1981.

Electronic Media

☛ **NOTE:** The following videotape is available from Oklahoma State Audio Visual Center, Stillwater, OK 74078. To order: (405) 744-7212.

- *Exam Preparation.* VHS, 13 minutes, 1985. Catalog no. 167023. *Developing Your Study Skills* series, University of Western Ontario.

  ☛ **NOTE:** This videotape looks at a new student who is understandably worried about her first exam at a university. The tape explores how to deal with exam anxiety, developing an exam writing strategy, and scheduling exam study time along with other daily activities.

INFORMATION SHEET

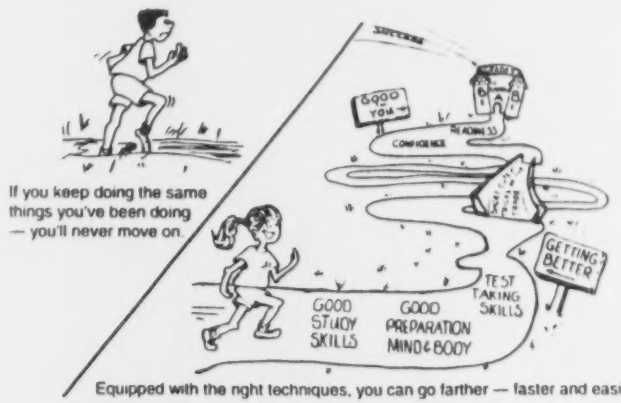
EFFECTIVE TEST TAKING

3

OBJECTIVE 1

Select from a list techniques for preparing for tests.

Get Out of Your Rut and on the Right Track


If you keep doing the same things you've been doing — you'll never move on.
GOOD STUDY SKILLS
GOOD PREPARATION MIND & BODY
TEST TAKING SKILLS
GETTING BETTER

Equipped with the right techniques, you can go farther — faster and easier!

- Take good notes on reading and class discussion.
- Listen and watch for clues from the instructor about the material to be covered.

  EXAMPLE:

  "This is very important . . . "
  "Be sure to remember that . . . "

  - Watch for gestures and changes in posture or voice that signal important information.
  - Underline in your notes and book anything your instructor repeats.
  - Include what is written on the board or on transparencies in your notes.

- Find out what material will be covered on the test.

  EXAMPLE: Look back at the specific objectives for this unit.

  - A *specific objective* is a statement of information to be mastered or a skill to be achieved.

    EXAMPLE: The student should be able to label the parts of sewing machine (or gasoline engine, typewriter, lathe, computer, oxyacetylene torch, sphygmomanometer, etc.).

☛ **NOTE:** If the test is to be comprehensive, review your previous tests.

- Find out what types of questions will be on the test.

☛ **NOTE:** The first page of this unit lists specific objectives to develop techniques for taking tests. Notice that the first word of each objective tells you the type of question you will have to answer and is a helpful study hint.

EXAMPLE: Multiple choice, true-false, completion, matching, short answer, essay, or a combination of these

- Set up and use a study schedule starting three to six days before the test.

☛ **NOTE:** You will learn and remember more with repeated reviews over several days than in one or two long, intense study periods.

- Increase your study sessions by three-hour blocks.

☛ **NOTE:** Research on study habits shows that we can study most effectively for periods of no more than 50 minutes and that the ability to learn and remember drops off after three hours. The optimum schedule is to study in blocks of *no more* than three hours at a time.

EXAMPLE: If three hours of study time was not enough for the last test, try studying six hours. If six hours is not enough, study nine hours the next time and so on. Three-hour blocks stretched over several days are more effective than adding an extra block per day.

- Avoid cramming.

  ☛ **NOTE:** Cramming is hazardous to your health and your grades. Research shows that by test time, you will retain only 20 percent of the information you learned by cramming, and you will be tired and more apt to make mistakes.

- Review and pre-test yourself with your notes.

  ☛ **NOTE:** Go over your notes and scan—**don't reread the book**. Organize the information in a way that makes sense to you. Then read your notes five times out loud. Write the key ideas or facts to be memorized. Choose items you think will be on the test; make up your own test and take it. This practice will help you learn and remember and will give you confidence when you sit down for the real test.

- Get a good night's sleep.

  ☛ **NOTE:** You will perform much better if you are rested and alert.

- Get your body ready with exercise.

  ☛ **NOTE:** Get your circulation going; especially get blood to your brain.

  EXAMPLE: When you get up in the morning, jog in place for five minutes, take a short walk, practice yoga, or do pushups.

- Get your body ready with the proper food.

  ☛ **NOTE:** Eat a balanced meal and avoid donuts and other sugary foods that interfere with your ability to concentrate. Decrease your caffeine intake on test days—caffeine increases your nervousness and decreases your ability to think clearly.

- Scan your notes lightly before the test.

- Stay off drugs.

  ☛ **NOTE:** The fact that drugs make you *feel* differently tells you that they also make your *mind work differently*. Even drugs that make you feel good will slow down or block your thinking so that while you may feel good about your answers, the answers are often wrong.

- Prepare yourself to succeed.

  EXAMPLE: Get rid of unwanted tension. Do what works best for *you*—sit calmly and quietly and take deep breaths, jog or jump, take a ten-minute nap.

OBJECTIVE 2

Complete Assignment Sheet 1.

OBJECTIVE 3

Complete Assignment Sheet 2.

OBJECTIVE 4

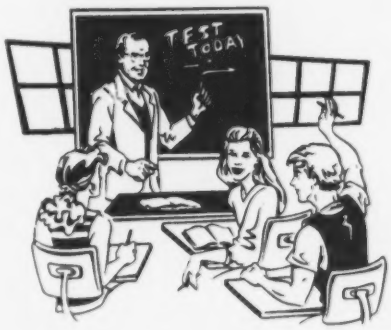
State techniques for taking a test.

- Arrive early or on time with everything you need.

  EXAMPLE: Pens or good, soft-lead pencils (sharpened), good erasers, scratch paper, calculator, tissues

- Listen carefully to all the instructions and comments from your instructor.

  ☑ **NOTE:** Ask questions when you don't understand. Go to the instructor during the test if you have a question.

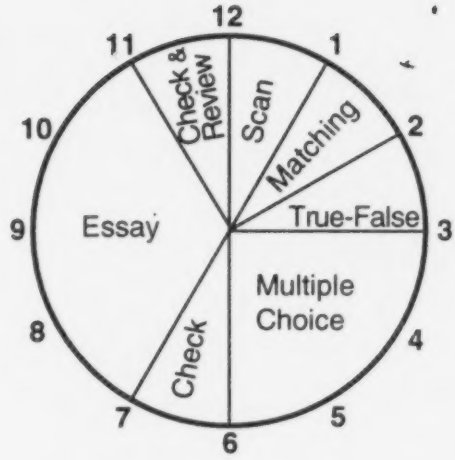


- Scan the entire test.

  ☑ **NOTE:** Read all the instructions to get a sense of what you are required to do. Notice the different types of questions, and make a quick estimate of how much time you need for each section of the test.

- Schedule your time.

  ☑ **NOTE:** How long is the test? How many parts? Which parts are easy and will go quickly? Which parts are hard and will require more time? Look at the value of the questions, and plan to give more time to those that will give you the most points. Be sure to leave time to check your answers.



- Read all the instructions and questions carefully, several times.

  ☛ **NOTE:** Most mistakes come from reading the questions wrong, especially on multiple-choice and true-false tests. Experts recommend reading the instructions and questions three times and underlining important words.

- Watch for the clue words.

  ☛ **NOTE:** To make sure you answer exactly what the question asks, underline the clue words and any other key ideas *before* you consider the answer.

  EXAMPLE: good, always, most, all, not, better, often, more, every, except, best, usually, equal, most, bad, sometimes, less, many, worse, seldom, fewer, few, worst, rarely, least, none, never

- Answer the easy questions first.

- Mark the questions that you don't know, skip them, and come back to them later.

- Guess only when no penalty is given for wrong answers.

  ☛ **NOTE:** When the test is scored by the number of correct answers, it is generally safe to guess, especially on true-false questions. If the test is scored by subtracting the number of wrong answers from the number of right answers, leave the question blank.

- Review the entire test and check your answers.

  ☛ **NOTE:** Don't change any answers unless you have a *good reason.*

- Use all the time allowed.

  ☛ **NOTE:** Even if you finish before the test period is over, take the full amount of time to check your answers and look over the whole test.

OBJECTIVE 5

Complete Assignment Sheet 3.

OBJECTIVE 6

List techniques for taking an essay test.

☛ **NOTE:** Essay questions ask you to organize the information and, often, to present your own ideas about the material. A "right" answer depends on clear, well-written statements supported by facts and examples. Pay attention to your instructor's pet theories and opinions, and include these in your answer when possible.

- Study to get an overview of the material.

  ☛ **NOTE:** Study underlined sections in your notes and text; review headings and subheadings; list main ideas and supporting examples as you study.

- Read the directions carefully and underline the clue words.

  EXAMPLE:

  compare — Discuss the similarities and differences.

  contrast — Discuss the differences.

  criticize — Discuss the strengths and weaknesses of the subject.

  define — State the major characteristics or qualities using the correct terms for the subject area.

  describe — State the characteristics, qualities, or procedures.

  discuss — Select your own point of view (compare, interpret, evaluate, etc.); present the main ideas and connect them together; use examples.

  evaluate — Present the pros and cons.

  explain — State the procedures; show how the main points or events combine to make up the whole idea.

interpret — Discuss your ideas about the subject, and support them with reasoning and examples from your text and notes.

justify — Back up the idea or statement with reasoning, facts, and examples.

prove — Show that a statement or an idea is true and its opposite is false; support with facts, examples, and reasoning.

summarize — State all the major points.

- Budget your time.

  EXAMPLE:

If the answer requires	**allow**	**use**
20-30 words	2-5 minutes	the main point only
50-75 words	10-15 minutes	1 support for each main point
100-150 words	20-30 minutes	2 supports for each main point
300-500 words	45-60 minutes	3 supports for each main point

- Outline your answers, including examples, on a separate piece of paper.

  EXAMPLE: Jane Auel used Iza the clan healer and Creb the Mog-ur (witch doctor) as the main characters to **contrast** with Ayla the human in *The Clan of the Cave Bear*. **Discuss**.

  A. Ayla, an outsider to the clan

     1. Represented the coming of the new.
     2. Needed to be accepted.
     3. Needed to learn the skills to survive.

  B. Iza, the physical doctor

     1. Had secret knowledge of healing.
     2. Could teach Ayla about herbs and healing plants to make her valuable to the clan.
     3. Was granted special privileges in the clan so Ayla could do things other women were not allowed to do.

        a. Was allowed to live without a husband.
        b. Had influence with Creb.

C. Creb, the spiritual doctor

1. Had secret knowledge of the spirit world.
2. Could teach Ayla the values of the clan.
3. Was granted special privileges in the clan so he could give Ayla special privileges and protect her from the others.

- Write a clear opening statement of your main idea.

☛ **NOTE:** Spend some time on your opening statement to get it as clear and well written as you can.

EXAMPLE: By contrasting the human Ayla with the primitive clan members Iza and Creb, Jane Auel ensured that Ayla received the physical and spiritual knowledge she would need to survive in the clan and in the wilderness.

- Provide enough support to demonstrate the idea fully (see item above).

EXAMPLE: Facts, names, dates, examples, reasoning

- Connect the ideas to make a point.

☛ **NOTE:** Be sure to connect ideas according to the purpose of the question, i.e., discuss, contrast, compare, explain.

EXAMPLE: As Iza was the guardian of the body, Creb was the guardian of the spirit.

Use phrases such as:
In contrast, On the other hand,
Similarly, In much the same way,
First . . . second . . . third, The next step,
Of greater importance

- Present only one main point in a paragraph.
- Use your time to show what you know.

☛ **NOTE:** Don't write about what you don't know. Instead, use additional examples or explanations to develop your ideas.

- Use the key phrases, words, and statements from your instructor's lectures.

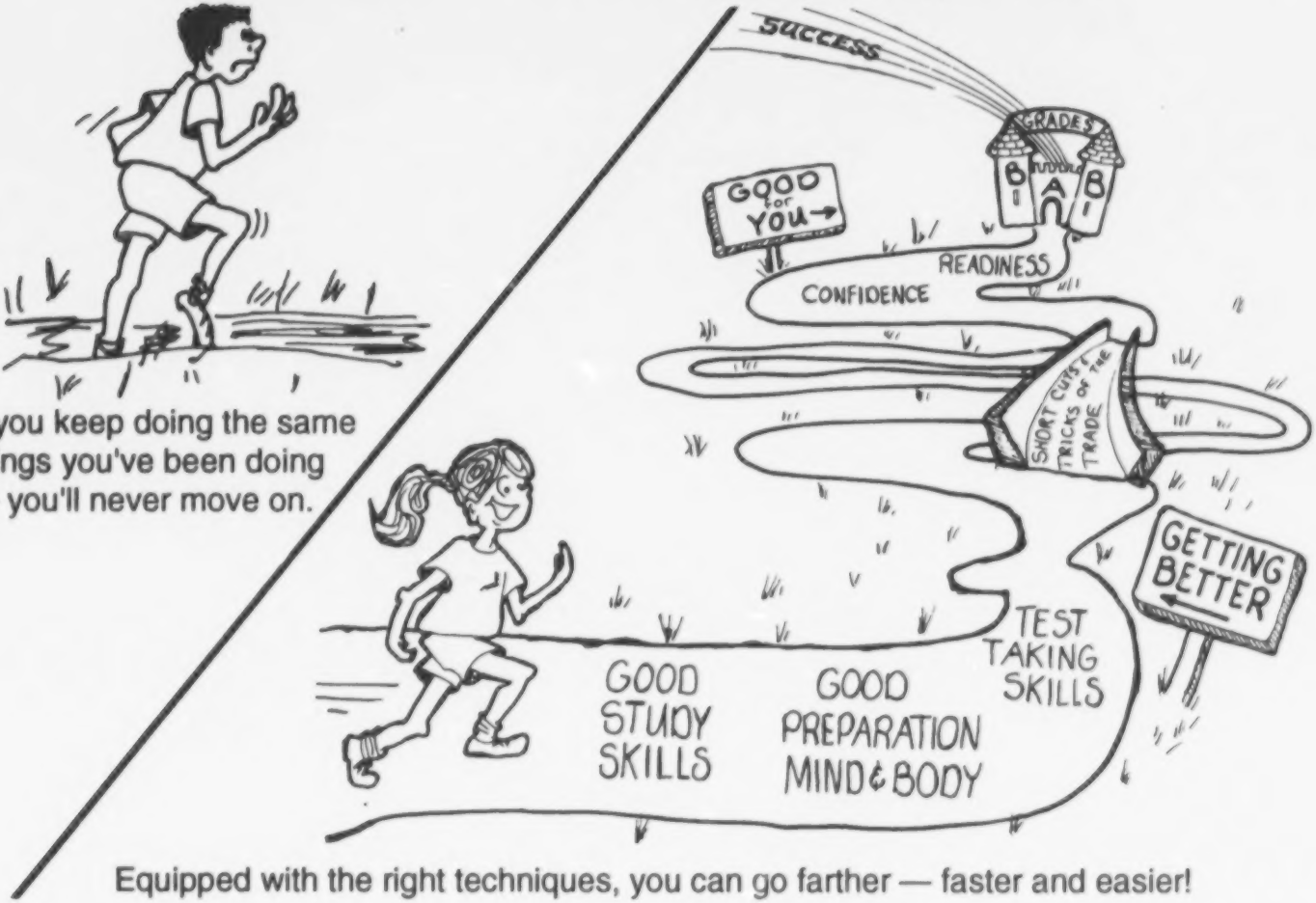
- Read over your answer.

  ☛ **NOTE:** Check your reasoning, spelling, grammar, and penmanship. Teachers unconsciously give lower grades to answers that are hard to read than to answers that are easy to read.

- Go over the graded test, and use it to plan a strategy for your next test.

Get Out of Your Rut and on the Right Track

If you keep doing the same things you've been doing — you'll never move on.



Equipped with the right techniques, you can go farther — faster and easier!

May be photocopied for student use

ASSIGNMENT SHEET 1

EFFECTIVE TEST TAKING 3

Name _____ Score _____

OBJECTIVE 2

Analyze personal techniques for preparing for and taking a test.

INTRODUCTION

This short survey of the way you feel about tests and the way you actually take tests may help you discover ways to improve your test preparation skills. You can compare your present feelings and grades to those you have after you have applied the test-taking techniques you learn in this unit.

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Cognitive Activities
- Collect/record information
- Identify/evaluate consequences
- Transfer knowledge/training to new situations

Part 1

What type of test-taker are you? Write an "X" in the blanks that best describe the way you feel. Turn the page to find out what this unit can do for you.

____ 1. I like taking tests and am generally satisfied with my grades.

____ 2. I dread taking a test, but I generally do well.

____ 3. I study and know the material the night before, but I seem to forget what I learned when I take the test.

____ 4. I "freeze up" when I get to the test.

____ 5. I don't study enough, and I don't make the grades I know I could make.

____ 6. I study a long time, but I don't do well on tests.

____ 7. I make good grades in the subjects I like and don't do as well in subjects I don't like.

____ 8. I study very little, but I do okay on tests and am satisfied with my grades.

Part 2

Read the sections below that correspond with the numbers you checked on page one. You'll find suggestions for how you can use this unit to improve your grades and make test-taking easier.

1. Objectives 1 and 2 can add to your efficiency in preparing for tests. Objectives 3-6 will give you some hints that can help shorten your study time and your test-taking time.

2. This unit will help you be better prepared so that you feel more confident, have less anxiety, and maybe even enjoy taking a test.

3. Use the techniques in objective 1 to improve your learning during the course. Use the techniques in objectives 4, 5, and 6 to help you perform better on the day of the test.

4. Study all parts of this unit to increase your confidence. These techniques have been tried and proven by research and used by thousands of students to make test-taking easier and more successful.

5. Your best bet is first to set up and stick to a study schedule. This unit will teach you some "tricks of the trade" that will make your study time pay off and make test-taking easier. Ask your instructor for other suggestions on how to improve your study habits.

6. Study for shorter periods over several days. See objective 1. Check with your instructor for some suggestions on how to improve your study habits.

7. The techniques in this unit can help raise those low grades. Your teacher may be able to suggest some additional resources to help you study more effectively for the courses you're not as interested in.

8. Even if you don't change your study habits, the techniques in this unit can give you some shortcuts and help you perform better on your tests.

Part 3

Answer the following questions about the last test for which you studied:

1. What was your grade on the test? _____

2. How many days before the test did you begin studying? _____

3. How many hours a day did you study? _____

4. How many total hours did you study? _____

5. What is the hardest part of taking a test for you? _____

   _____

6. Describe your usual study procedure. How did you study for the test? (From notes? From the book? Did you memorize? Did you write or speak out loud? How many times did you review the same material?)

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

Part 4

Write an "X" in the blanks that best describe how you prepare for tests.

BEFORE THE TEST	Yes	No
I find out exactly what material will be covered on the test.	___	___
I find out what type of questions will be asked (true-false, matching, essay, etc.)	___	___
I take notes on my reading and on classroom lectures.	___	___
I have a study schedule.	___	___
I stick to my schedule.	___	___
I keep my old tests and study them.	___	___
I avoid cramming.	___	___
I study for several days.	___	___
I go to bed early and get a good night's sleep.	___	___
I exercise to get blood to my brain.	___	___
I get my body ready with the proper food.	___	___
I scan my notes lightly.	___	___
I have special activities or "tricks" to help me succeed.	___	___
I stay away from drugs such as alcohol, speed, marijuana, a lot of caffeine, and sugar.	___	___
TOTAL	___	___
	Yes	**No**

DURING THE TEST	Yes	No
I arrive on time with everything I need.	___	___
I listen carefully to the instructions and comments from the instructor.	___	___
I scan the entire test.	___	___
I schedule my time.	___	___
I read all the instructions and questions several times.	___	___
I answer the easy questions first.	___	___
I mark the questions I don't know, skip them, and come back to them later.	___	___
I guess when no penalty is given for guessing.	___	___
I review the entire test and check my answers.	___	___
I use all the time allowed.	___	___
TOTAL	___	___
	Yes	**No**

ASSIGNMENT SHEET 2

EFFECTIVE TEST TAKING 3

Name _____ Score _____

OBJECTIVE 3

Chart test-taking track record.

INSTRUCTIONS

Data Analysis and Display
- Interpret charts and tables
- Collect/record data
- Construct graphs

Cognitive Activities
- Develop an action plan
- Evaluate results/outcomes

Get out of your rut. Complete this chart for your next six tests, and watch how you improve your ability to take tests and your grades if you use the techniques in this unit. Be honest with yourself so you can get a true picture of your progress.

Part 1 - Test 1

1. Course _____ Date of test _____
2. Material covered _____
3. Scores for types of questions:

   ____ True-False ____ Fill-in or completion

   ____ Multiple choice ____ Short answer

   ____ Matching ____ Essay

4. Check the appropriate square to show whether you used the techniques below.

Yes	No		Yes	No	
		Knew material to be covered			Prepared myself to succeed
		Knew types of questions			Stayed off of drugs
		Took notes on reading and lectures			Arrived on time with everything I needed
		Got clues from instructor			Listened to all instructions
		Set up a study schedule			Scanned the entire test
		Used my schedule			Scheduled my time
		Increased study time in three-hour blocks			Read everything on test several times
		Did not cram			Watched for clue words
		Reviewed and pre-tested myself with notes			Answered easy questions first
		Got a good night's sleep			Marked questions I didn't know, skipped them, and came back to them
		Exercised on the day of the test			Guessed when no penalty was given
		Ate the proper food on the day of the test			Reviewed the entire test and checked my answers
		Scanned my notes lightly before the test			Used all the time allowed

Total ____ Yes ____ No

Test 1 (cont.)

5. Number of days you started studying before the test

1	2	3	4	5	6	over 6

6. Number of hours you scheduled for studying for the test

0-3	3-6	6-9	9-12	over 12

7. Number of hours you actually studied

0-3	3-6	6-9	9-12	over 12

8. Grade you received _____ Grade you expected _____

9. How satisfied are you with your performance on this test?

____ Very satisfied ____ Somewhat disappointed

____ Satisfied ____ Very disappointed

10. What strategies will you use for Test 2? _____

_____

_____

_____

_____

_____

_____

_____

Go to Part 2

Part 1 - Test 2

1. Course _____ Date of test _____

2. Material covered _____

3. Scores for types of questions:

   ____ True-False ____ Fill-in or completion

   ____ Multiple choice ____ Short answer

   ____ Matching ____ Essay

4. Check the appropriate square to show whether you used the techniques below.

Yes	No		Yes	No	
		Knew material to be covered			Prepared myself to succeed
		Knew types of questions.			Stayed off of drugs
		Took notes on reading and lectures			Arrived on time with everything I needed
		Got clues from instructor			Listened to all instructions
		Set up a study schedule			Scanned the entire test
		Used my schedule			Scheduled my time
		Increased study time in three-hour blocks			Read everything on test several times
		Did not cram			Watched for clue words
		Reviewed and pre-tested myself with notes			Answered easy questions first
		Got a good night's sleep			Marked questions I didn't know, skipped them, and came back to them
		Exercised on the day of the test			Guessed when no penalty was given
		Ate the proper food on the day of the test			Reviewed the entire test and checked my answers
		Scanned my notes lightly before the test			Used all the time allowed

Total ____ Yes ____ No

Test 2 (cont.)

5. Number of days you started studying before the test

1	2	3	4	5	6	over 6

6. Number of hours you scheduled for studying for the test

0-3	3-6	6-9	9-12	over 12

7. Number of hours you actually studied

0-3	3-6	6-9	9-12	over 12

8. Grade you received _____ Grade you expected _____

9. How satisfied are you with your performance on this test?

_____ Very satisfied _____ Somewhat disappointed

_____ Satisfied _____ Very disappointed

10. What strategies will you use for Test 3? _____

_____

_____

_____

_____

_____

_____

_____

Go to Part 2

Part 1- Test 3

1. Course _____ Date of test _____

2. Material covered _____

3. Scores for types of questions:

____	True-False	____	Fill-in or completion
____	Multiple choice	____	Short answer
____	Matching	____	Essay

4. Check the appropriate square to show whether you used the techniques below.

Yes	No		Yes	No	
		Knew material to be covered			Prepared myself to succeed
		Knew types of questions			Stayed off of drugs
		Took notes on reading and lectures			Arrived on time with everything I needed
		Got clues from instructor			Listened to all instructions
		Set up a study schedule			Scanned the entire test
		Used my schedule			Scheduled my time
		Increased study time in three-hour blocks			Read everything on test several times
		Did not cram			Watched for clue words
		Reviewed and pre-tested myself with notes			Answered easy questions first
		Got a good night's sleep			Marked questions I didn't know, skipped them, and came back to them
		Exercised on the day of the test			Guessed when no penalty was given
		Ate the proper food on the day of the test			Reviewed the entire test and checked my answers
		Scanned my notes lightly before the test			Used all the time allowed

Total ____ Yes ____ No

Test 3 (cont.)

5. Number of days you started studying before the test

1	2	3	4	5	6	over 6

6. Number of hours you scheduled for studying for the test

0-3	3-6	6-9	9-12	over 12

7. Number of hours you actually studied

0-3	3-6	6-9	9-12	over 12

8. Grade you received _____ Grade you expected _____

9. How satisfied are you with your performance on this test?

_____ Very satisfied _____ Somewhat disappointed

_____ Satisfied _____ Very disappointed

10. What strategies will you use for Test 4? _____

_____

_____

_____

_____

_____

_____

_____

 Go to Part 2

Part 1 - Test 4

1. Course _____ Date of test _____

2. Material covered _____

3. Scores for types of questions:

   ____ True-False ____ Fill-in or completion

   ____ Multiple choice ____ Short answer

   ____ Matching ____ Essay

4. Check the appropriate square to show whether you used the techniques below.

Yes	No		Yes	No	
		Knew material to be covered			Prepared myself to succeed
		Knew types of questions			Stayed off of drugs
		Took notes on reading and lectures			Arrived on time with everything I needed
		Got clues from instructor			Listened to all instructions
		Set up a study schedule			Scanned the entire test
		Used my schedule			Scheduled my time
		Increased study time in three-hour blocks			Read everything on test several times
		Did not cram			Watched for clue words
		Reviewed and pre-tested myself with notes			Answered easy questions first
		Got a good night's sleep			Marked questions I didn't know, skipped them, and came back to them
		Exercised on the day of the test			Guessed when no penalty was given
		Ate the proper food on the day of the test			Reviewed the entire test and checked my answers
		Scanned my notes lightly before the test			Used all the time allowed

Total ____ Yes ____ No

Test 4 (cont.)

5. Number of days you started studying before the test

1	2	3	4	5	6	over 6

6. Number of hours you scheduled for studying for the test

0-3	3-6	6-9	9-12	over 12

7. Number of hours you actually studied

0-3	3-6	6-9	9-12	over 12

8. Grade you received _____ Grade you expected _____

9. How satisfied are you with your performance on this test?

_____ Very satisfied _____ Somewhat disappointed

_____ Satisfied _____ Very disappointed

10. What strategies will you use for Test 5? _____

_____

_____

_____

_____

_____

_____

_____

Go to Part 2

Part 1 - Test 5

1. Course _____ Date of test _____

2. Material covered _____

3. Scores for types of questions:

____	True-False	____	Fill-in or completion
____	Multiple choice	____	Short answer
____	Matching	____	Essay

4. Check the appropriate square to show whether you used the techniques below.

Yes	No		Yes	No	
		Knew material to be covered			Prepared myself to succeed
		Knew types of questions			Stayed off of drugs
		Took notes on reading and lectures			Arrived on time with everything I needed
		Got clues from instructor			Listened to all instructions
		Set up a study schedule			Scanned the entire test
		Used my schedule			Scheduled my time
		Increased study time in three-hour blocks			Read everything on test several times
		Did not cram			Watched for clue words
		Reviewed and pre-tested myself with notes			Answered easy questions first
		Got a good night's sleep			Marked questions I didn't know, skipped them, and came back to them
		Exercised on the day of the test			Guessed when no penalty was given
		Ate the proper food on the day of the test			Reviewed the entire test and checked my answers
		Scanned my notes lightly before the test			Used all the time allowed

Total ____ Yes ____ No

Test 5 (cont.)

5. Number of days you started studying before the test

1	2	3	4	5	6	over 6

6. Number of hours you scheduled for studying for the test

0-3	3-6	6-9	9-12	over 12

7. Number of hours you actually studied

0-3	3-6	6-9	9-12	over 12

8. Grade you received _____ Grade you expected _____

9. How satisfied are you with your performance on this test?

____ Very satisfied ____ Somewhat disappointed

____ Satisfied ____ Very disappointed

10. What strategies will you use for future tests? _____

_____

_____

_____

_____

_____

_____

_____

Go to Part 2

Part 1 - Test 6

1. Course _____ Date of test _____

2. Material covered _____

3. Scores for types of questions:

____	True-False	____	Fill-in or completion
____	Multiple choice	____	Short answer
____	Matching	____	Essay

4. Check the appropriate square to show whether you used the techniques below.

Yes	No		Yes	No	
		Knew material to be covered			Prepared myself to succeed
		Knew types of questions			Stayed off of drugs
		Took notes on reading and lectures			Arrived on time with everything I needed
		Got clues from instructor			Listened to all instructions
		Set up a study schedule			Scanned the entire test
		Used my schedule			Scheduled my time
		Increased study time in three-hour blocks			Read everything on test several times
		Did not cram			Watched for clue words
		Reviewed and pre-tested myself with notes			Answered easy questions first
		Got a good night's sleep			Marked questions I didn't know, skipped them, and came back to them
		Exercised on the day of the test			Guessed when no penalty was given
		Ate the proper food on the day of the test			Reviewed the entire test and checked my answers
		Scanned my notes lightly before the test			Used all the time allowed

Total ____ Yes ____ No

TEST 6 (cont.)

5. Number of days you started studying before the test

1	2	3	4	5	6	over 6

6. Number of hours you scheduled for studying for the test

0-3	3-6	6-9	9-12	over 12

7. Number of hours you actually studied

0-3	3-6	6-9	9-12	over 12

8. Grade you received _____ Grade you expected _____

9. How satisfied are you with your performance on this test?

____ Very satisfied ____ Somewhat disappointed

____ Satisfied ____ Very disappointed

10. What strategies will you use for future tests? _____

_____

_____

_____

_____

_____

_____

_____

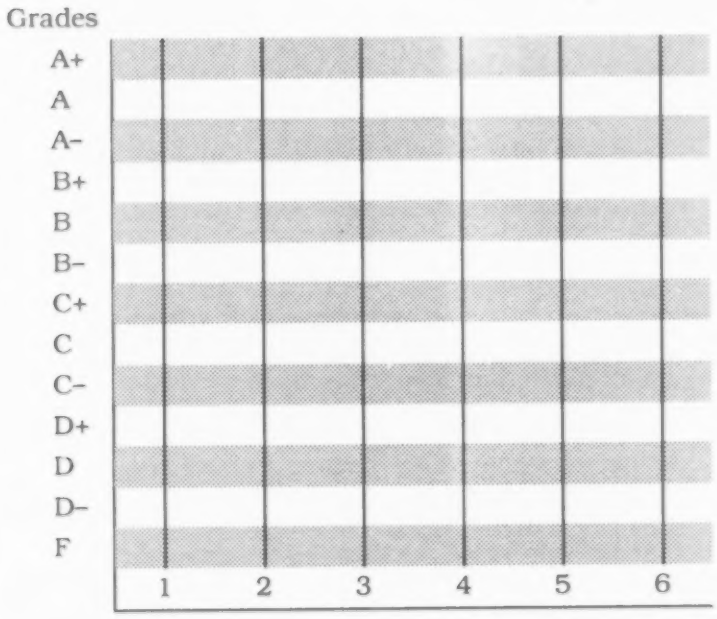
Go to Part 2

Part 2

Using the information from Part 1, fill in this chart after each test.

Test #	TECHNIQUES USED		DAYS OF STUDY BEFORE TEST							HOURS OF STUDY					Grade
	# of Yes	# of No	1	2	3	4	5	6	+6	0-3	3-6	6-9	9-12	12+	
1															
2															
3															
4															
5															
6															

GRADE YOUR PROGRESS



ASSIGNMENT SHEET 3

EFFECTIVE TEST TAKING 3

Name _____ Score _____

OBJECTIVE 5

List effective strategies for answering different types of questions.

INTRODUCTION

Study techniques for how various types of questions overlap. Information learned for one type of question can be used in answering another type. General suggestions, however, can be made as in Table 1.

INSTRUCTIONS

Language
- State ideas clearly

Cognitive Activities
- Collect/record information
- Analyze/synthesize information
- Apply new technology

Part 1

Carefully read through Table 1. Then using tests you have previously taken, identify six questions of different types you missed and which suggestions you could have followed to arrive at correct answers.

	Types of Questions Missed	Tips for Preparing/Answering Correctly
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

Part 2

Which type of question did you most often miss? List all the ways you can be more successful in answering this type of question.

_____

_____

_____

_____

_____

☑ **NOTE:** For all types of questions: (1) read the instructions *three times*, (2) underline important words, (3) scan the entire section, and (4) answer easy questions first.

Type of question	Preparation and study	Test procedures	Tips for success
MULTIPLE CHOICE Columbus discovered America in: A. 1342 B. 1492 C. 1249	Study facts, dates, and definitions. Compare similar important ideas, noting similarities and differences.	Try to figure out the correct answer before reading the choices. Eliminate wrong answers.	Clue words include *best, most, least, correct, incorrect* and similar words. Underline these.
TRUE-FALSE T F Columbus discovered America in 1249.	Memorize facts, dates, rules and important statements. Review often.	Read carefully. Work quickly, answer questions you know immediately. Guess if no penalty is given for wrong answers.	If any part of the statement is false, the whole statement is false. Usually more statements are true than are false. Watch for clue words such as *all, none, only, always, never, generally, probably, seldom.*
MATCHING ___ a. + 1. minus ___ b. ÷ 2. plus ___ c. - 3. divide ___ d. x 4. times	Practice connecting words, facts, and phrases. Write a column of important terms; then write the words associated with the terms.	Scan both columns quickly. Work first down the column having the longest phrases (these contain more clues). Work on the easiest items first; cross out items as you use them (unless some answers are used more than once). Count the number and letters when you are finished to make sure you haven't omitted any or used the same one twice.	The most common connections are: Names with achievements or actions Laws or rules with dates, founders, or functions Locations with important events

Type of question	Preparation and study	Test procedures	Tips for success
FILL-IN OR COMPLETION Columbus discovered America in: _____	Review and memorize facts. List major ideas and write down key words or facts associated with them.	On difficult questions list as many words as you can think of that *might* complete the statement. Use the margin or back of the page. Try each answer; using the one that looks most familiar.	"An" before a blank means the missing word begins with a vowel. Look for plurals; look for verb clues such as *are* or *is*, *have* or *has*. Notice the length of the blank.
SHORT ANSWER Who discovered America in what year?	Memorize names, places, dates, facts, rules, and important statements. Study lecture notes for key ideas from the instructor.	Move quickly through the test. Use correct terms for the subject area. Complete sentences are usually not necessary.	Write what you know and move to the next question. You may be able to get partial credit for what you do know. For example, if you can't remember 1492, use "the late 1400s" or "the 1490s".

WRITTEN TEST

EFFECTIVE TEST TAKING 3

Name _____ Score _____

OBJECTIVE 1

Select from a list techniques for preparing for a test. Write an "X" in the blank before each correct answer.

____ 1. Find out what material will be covered on the test.

____ 2. Stay off drugs.

____ 3. Study your notes and reread the chapter the morning of the test.

____ 4. Get your body ready with the proper food.

____ 5. Find out what types of questions will be on the test.

____ 6. Study as long as you can stay awake the night before the test.

____ 7. Borrow someone's notes.

____ 8. Scan your notes lightly before the test.

____ 9. Review and pre-test yourself with your notes.

____ 10. Wait until the day or evening before the test to study.

____ 11. Reread all the required material within three days of the test.

____ 12. Get a good night's sleep.

____ 13. Drink coffee and eat a candy bar or donut for plenty of energy at test time.

____ 14. Take several tranquilizers to calm your anxiety.

____ 15. Get your body ready with exercise.

____ 16. Prepare yourself to succeed.

May be photocopied for student use.

OBJECTIVE 2

Evaluated on Assignment Sheet 1.

OBJECTIVE 3

Evaluated on Assignment Sheet 2.

OBJECTIVE 4

State techniques for taking a test. Write the techniques for taking a test.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

8. _____

_____

9. _____

_____

10. _____

_____

11. _____

_____

May be photocopied for student use.

OBJECTIVE 5

Evaluated on Assignment Sheet 3.

OBJECTIVE 6

List techniques for taking an essay test. Write five techniques for taking an essay test. Support each answer with at least one explanation or example. The samples may be taken from your own experience.

1. _____

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2. _____

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_____

_____

_____

3. _____

_____

_____

_____

May be photocopied for student use.

4.

5.

May be photocopied for student use.

ASSIGNMENT SHEETS

OBJECTIVE 2

Assignment Sheet 1

Evaluated to the satisfaction of the instructor

OBJECTIVE 3

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

OBJECTIVE 6

Assignment Sheet 3

Evaluated to the satisfaction of the instructor

WRITTEN TEST

☛ **NOTE:** Extra credit may be given if the student has underlined the clue words in the instructions.

OBJECTIVE 1

1, 2, 4, 5, 8, 9, 12, 15, 16

OBJECTIVE 2

Evaluated on Assignment Sheet 1.

OBJECTIVE 3

Evaluated on Assignment Sheet 2.

OBJECTIVE 4

Answers may include any ten of the following:

- Arrive early or on time with everything you need.
- Listen carefully to all the instructions and comments from your instructor.
- Scan the entire test.
- Schedule your time.
- Read all the instructions and questions carefully, several times.

- Watch for the clue words.
- Answer the easy questions first.
- Mark the questions that you don't know, skip them, and come back to them later.
- Guess only when no penalty is given for wrong answers.
- Review the entire test and check your answers.
- Use all the time allowed.

OBJECTIVE 5

Evaluated on Assignment Sheet 3.

OBJECTIVE 6

Answers may include any five of the following:

☑ **NOTE:** Check to be sure that examples support the main point. Check spelling and grammar.

- Study to get an overview of the material.
- Read the directions carefully and underline the clue words.
- Budget your time.
- Outline your answer, including examples, on a separate piece of paper.
- Write a clear opening statement of your main idea.
- Provide enough support to demonstrate the idea fully.
- Connect the ideas to make a point.
- Present only one main point in a paragraph.
- Use your time to show what you know.
- Use the key phrases, words, and statements from your instructor's lecture.
- Read over your answer.
- Go over your graded test, and use it to plan a strategy for your next test.